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EGLESTON

EGLESTON COMMUNITY CHARTER SCHOOL

UMASS/AMHERST



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1995 CHARTER SCHOOL APPLICATION

Submitted to:
Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

February 15, 1995

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EXECUTIVE OFFICE
OF EDUCATION

1995 Charter School Application

Basic Fact Sheet

This basic Fact Sheet will be used by the Executive Office of Education to conduct quick analysis of the applications received. The information furnished below must be accurate, and must correspond to that which is provided in the body of the proposal. This information will serve to provide reviewers at the Executive Office of Education with a snapshot of your proposal.

EGLESTON COMMUNITY CHARTER SCHOOL

Proposed Charter School Name

Boston, Massachusetts

School Location (city/town)

Contact Person

First Beatriz Middle Amelia Last McConnie Zapater

Organization Ecumenical Social Action Committee, Inc. Address 3134 Washington Street (P.O. Box 4)

City Jamaica Plain, State MA Zip 02130

Telephone (617) 524-2555 Fax (617) 524-4315

Founding Coalition: (Check Box)

Parents	Teachers	Private For-Profit Business
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Based Organization	Museum	Other Founding Group
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade Level (Check Box)

Elementary ☐
Middle ☐
Secondary ☒
Other Grade Level ☐

Projected Student Enrollment

Projected Student Enrollment (1st Year)	50
Projected Student Enrollment (2nd Year)	60
Projected Student Enrollment (3rd Year)	75
Projected Student Enrollment (4th Year)	100
Projected Student Enrollment (5th Year)	125
Total Number of Teachers	5
Teacher/Student Ratio	1:15

In what type of community will the Charter School be located?

Urban School District ☒ Rural School District ☐
Suburban School District ☐ Other Kind of Community ☐

Do you presently have access to a facility suitable for a school?

Yes ☒ No ☐

School Focus:

In succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning).

The focus of the Eggleston Community Charter School will be to create a community of learners who provide responsible local (and global) leadership and participation.
Students will obtain their secondary school diploma in a caring, personalized school setting that is learner-centered, and utilizes interdisciplinary and multicultural curricula and instruction, as well as community resources as the context for learning.

Executive Summary (one page):

To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.

Egleston Community Charter School

EXECUTIVE SUMMARY

MISSION

In 1992, the Egleston Square Coalition established the Greater Egleston Community High School to decrease the drop-out rate, improve the educational achievement of program participants, decrease negative gang activity, and to empower the entire community. The mission of the proposed Egleston Community Charter School (ECCS) remains to create a community of learners who provide responsible local (and global) leadership and participation.

The underlying purpose of the Egleston Community Charter School is, then, to promote leadership and community development by creating a sustainable community of learners, and by enhancing the quality of life of the students enrolled in the school, their families, and by extension, of the community at large through successful coalition-building.

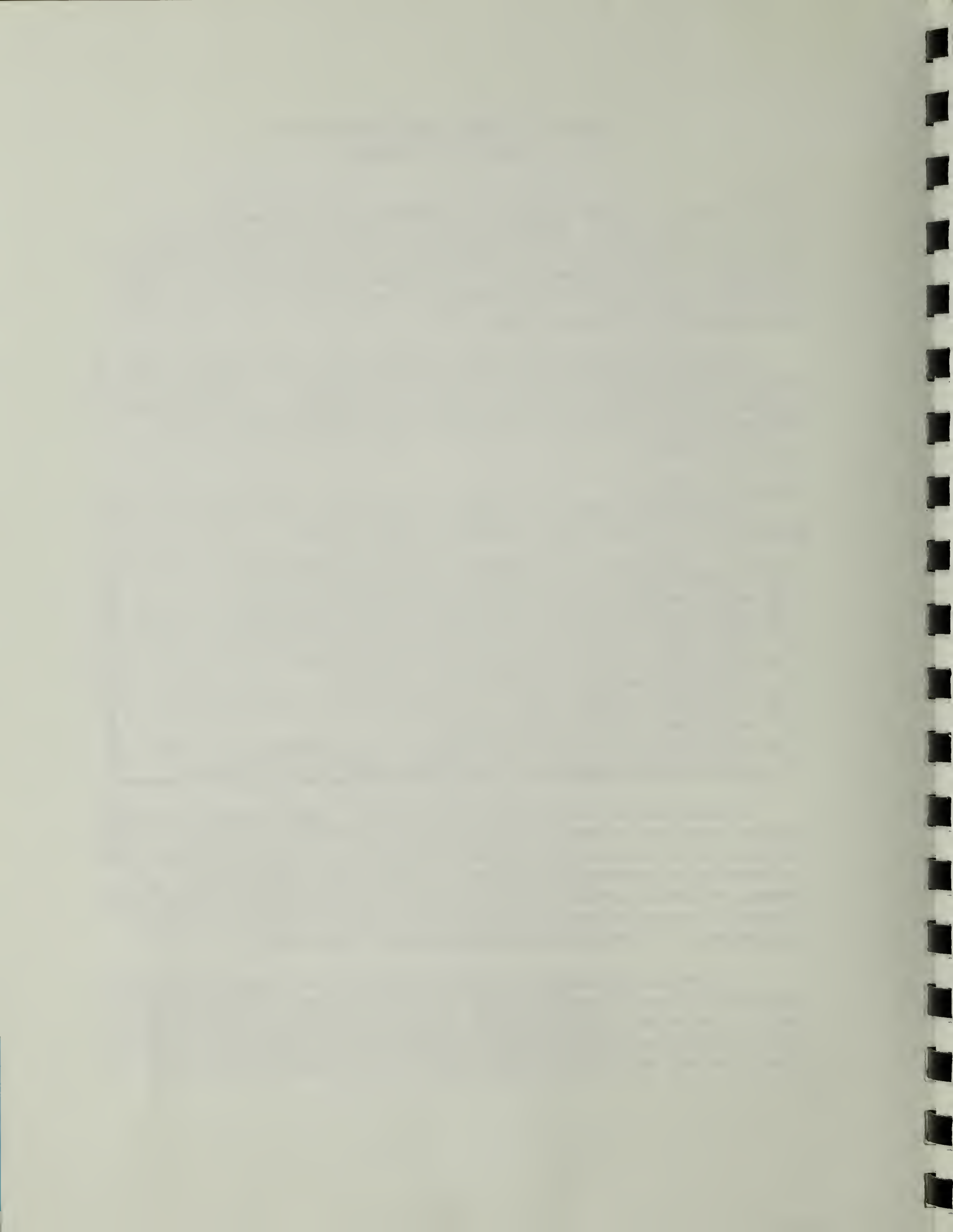
EDUCATIONAL MODEL

The educational model at the ECCS will incorporate elements of what has been determined to work for students, according to most research:

- ▲ an interdisciplinary and contextual approach to learning;
- ▲ learner-centered approach --focusing on the success of all students;
- ▲ project-oriented, requiring the learner to research, to experiment, to apply, and to evaluate issues that have resonance with their own lives;
- ▲ opportunities to engage young people in socially and environmentally responsible community activities and internships;
- ▲ an emphasis on higher levels of learning through the development of critical and creative thinking abilities;
- ▲ an emphasis on metacognitive strategies --teaching students to evaluate their own thinking process, thus preparing them for further learning.

Unequivocally, ECCS is committed to providing a highly personalized, caring, supportive and safe environment which affirms the diversity of the students in order for them to be secure in and proud of their cultural, racial, and personal identity. We are committed to nurturing our students so that they may name and achieve their dreams, goals and aspirations. Finally, we are committed to guiding our students and to helping them guide themselves towards postsecondary education, meaningful employment, and active and responsible community participation.

The creation of the school symbolizes the hope that the community has for its youth, and its theme of community leadership and development concretely translates that hope into action. Addressing issues of identity and culture, bridging differences across neighborhood borders, providing vehicles for young people's voices to be heard while expanding the educational opportunities in this community are all part of the



solution towards a better and safer neighborhood. The Egleston Community Charter School, hand in hand with the Egleston Square Coalition, will then continue to be a catalyst for youth to continue effecting positive change leading to the total revitalization of the community.

STUDENT DEMOGRAPHICS

While we will not be limited to serving only students from the neighborhood, we anticipate that the school will draw a large percentage of its students from the Greater Egleston area. Thus, many students will be reflective of the cultural, racial, income and other demographic characteristics of the area. Students will be 50 percent male and 50 percent female. They will be in grades 9-12 and many (though not all) will be over age for their grade, will have experienced difficulties in a traditional high school, be considered at risk of dropping out, or be actual drop-outs. Most students will be between 16 and 21 years old, and it is anticipated that some will be young mothers or fathers.

REPLICABILITY OF THE MODEL

ECCS will replicate the model through continued communication with Boston Public Schools, the Center for Collaborative Education/Boston, various university institutes, information technology networks, participation in professional and community-based conferences and events, and through the active and organized voice of parents, coalition and other community members.

GREATER EGLESTON COMMUNITY HIGH SCHOOL
CHARTER SCHOOL APPLICATION

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ATTACHMENTS

A. Egleston Square Coalition

- Fact Sheet
- Egleston Square Coalition Contact List
- Egleston Square Coalition Member Services

B. Résumés of Key Personnel

- Beatriz McConnie Zapater

C. YOU for Greater Egleston Community Advisory Board Guidelines

D. Coalition of Essential Schools' Common Principles

E. Program-Based Staff Development Matrix

F. Young Planners Program

G. Universal Formula (Peer Leadership) Newsletter

H. Floor Plan

I. Letters of Support

J. GECHS Individual/Family Service Plan

K. ESAC Personnel Policies

L. In the news...

M. Alternative Voices (School Newsletter)

N. United Youth of Boston (city-wide magazine produced by our students)

1.) Mission Statement:

A. Mission

In 1992, the Egleston Square Coalition established the Greater Egleston Community High School to decrease the drop-out rate, improve the educational achievement of program participants, decrease negative gang activity, and to empower the entire community. The mission of the proposed Egleston Community Charter School remains to create a community of learners who provide responsible local (and global) leadership and participation.

Philosophy and Purpose

The Greater Egleston Community High School, the core program of Youth Opportunities Unlimited (YOU), is the successful outcome of a community coalition working together to turn around the many negative factors that would otherwise guarantee a bleak future for the youth and families of this section of Jamaica Plain and Roxbury, known as Greater Egleston.

Funded for three years as a national demonstration project by the U.S. Department of Labor in July 1992, the overriding philosophy of YOU/ Greater Egleston Community High School is that tangible improvements in the life circumstances of youth and their families will result from a true, dynamic, and meaningful collaboration among the community residents (youth and their families), community agencies, city departments, businesses, and other pertinent institutions that contribute to the educational and economic development of community residents. A truly democratic and participatory effort that engages and empowers the entire community will decrease the high school dropout rates, improve the educational achievement of participants, decrease negative gang activity, and stabilize family situations. Thus, the underlying purpose of the Egleston Community Charter School is to promote leadership and community development: to build leaders and to build community.

To build leaders and to build community means:

- ▲ to build a sustainable community of learners who will be able to lead, participate and contribute to the local (and global) economy and community;
- ▲ to enhance the quality of life of the students enrolled in the school and their families, and by extension, of the community at large, through successful coalition-building.

B. Innovation/Impact of Egleston Community Charter School (ECCS) as a Charter School

The foundation laid by the Greater Egleston Community High School (GECHS) in its first two years of implementation indeed resonates with major components of The Education Reform Act of 1993. Some of the components already in place are: high educational standards and expectations for all students, a governance structure with community, staff, and participant oversight, and enhanced quality and accountability for all personnel.

As a "new" school, a work in progress, GECHS has been fortunate to draw from "cutting edge" research on educational innovation and reform currently in practice around the country, namely through the Coalition of Essential Schools, Rethinking Schools, and Howard Gardner's Project Zero. Although we have operated in partnership with Boston Public Schools, we have also had the latitude to explore and experiment with new approaches for students for whom traditional education does not work, by drawing from current school staff's solid collective experience in alternative education. As a new "charter" school, ECCS will continue to explore and develop according to the guiding principles of the Coalition of Essential Schools (attached), Howard Gardner's theory on multiple intelligences, and others, as well as adapting these to our students' and community's requirements.

Through the new "Charter", students at ECCS will obtain a secondary school diploma when they are able to demonstrate, through authentic assessments, that they are resourceful, excellent readers, writers, and critical and creative thinkers and "doers". ECCS will facilitate the development of students' skills through a learner-centered approach that utilizes interdisciplinary and multicultural curricula and instructional approaches. *ECCS will stress leadership and community development.* Through a strong community planning and service learning component, ECCS will encourage students to be responsible, caring, and honorable members of their respective communities.

In order to foster the development of its students and community, ECCS will offer as many educational, creative, vocational, cultural and life opportunities as can be imagined and created. Unequivocally, ECCS is committed to providing a caring, supportive and safe environment which affirms the diversity of the students in order for them to be secure in and proud of their cultural, racial, and personal identity. We are committed to nurturing our students so that they may name and achieve their dreams, goals and aspirations. Finally, we are committed to guiding our

students and to helping them guide themselves towards postsecondary education, meaningful employment, and active and responsible community participation.

ECCS is a learner-centered model built in a small community scale to respond to conditions that negatively affect the progress of the community. As such, the school has already had a major impact in terms of the neighborhood crime rate, drop-out rate, and the educational achievement of program participants. We believe that public schools cannot afford to continue operating in isolation from the community that surrounds them. Furthermore, students cannot continue to graduate without a sense of identity and responsibility towards others, and without an awareness of their role in building (and changing) their communities. ECCS will, thus, be able to demonstrate to other communities the positive impact that it can have on an entire community by creating learners who care about their communities, and by drawing on the strengths of neighborhood resources and residents through sustained coalition-building.

2.) School Objectives:

The main goal of the Egleston Community Charter School is to provide a safe, caring, nurturing, affirming and respectful environment where students can learn to use their minds well, and develop academically, socially, and spiritually so that they may be conscientious, productive, and happy adults.

A. Academic Objectives

1. To demonstrate an appropriate level of mastery in essential academic skills spanning over two major themes: Humanities (writing/verbal skills, history, social studies and arts) and Math/Science through authentic forms of assessments, such as portfolios and exhibitions.
2. To demonstrate an appropriate level of proficiency in a world language other than English through authentic forms of assessments, such as portfolios and exhibitions.
3. To teach to students' multiple intelligences and learning styles and, thus, help them develop metacognitive skills which will enable them to internalize the concept of learning as a life-long endeavor, thereby preparing them for further learning.
4. To prepare students for the increasingly technological demands of higher education and/or the workplace through full integration of

computers, video and other information technology in the curriculum, and through special workshops and seminars on specific computer applications and video production.

5. To prepare students, academically and socially, for post-secondary education and meaningful employment, through a rigorous academic program and a comprehensive postsecondary educational counseling and support program.

B. Non-academic Objectives for Student Performance

1. To provide a comprehensive array of supportive services aimed at building students' sense of self-esteem and self-efficacy. These services will include personal, academic, and vocational counseling to all students, utilizing a "Case-Management" approach.
2. To provide recreational, athletic, cultural, and self-development opportunities to all students in order to develop a healthy and positive connection between body, mind and spirit.
3. To engage all students in community service and work experience activities at area community-based agencies and institutions to help them develop and exercise their leadership potential, and facilitate their transition from school to work.
4. To increase students' opportunities for successful performance in school and life-coping skills through on-going Lifeskills and Advisory classes.

C. Community-wide Objectives

1. To serve as an incubator and catalyst for educational and community development initiatives in the Egleston area, in collaboration with the school partners.
2. To continue playing an active role in the coordination of services and opportunities for youth and families in the Egleston area in collaboration with the Egleston Square Coalition.

3.) Statement of Need:

A. Why is there a need for this type of school?

It is ironic that in Boston, Massachusetts, known as the "cradle of liberty" and home to dozens of world-class institutions of higher education, the majority of its public schools' students, namely Puerto Ricans, other Latinos, African-Americans and other under-represented

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and disenfranchised children, will not have the qualifications to knock on these institutions' doors. For in the shadows of Harvard, MIT, Boston University, Boston College, and many others, lies a school system that, as a whole, has not fully recognized the potential, nor accepted the challenge of providing the excellent and equitable education required by tomorrow's -- or better even-- today's work force.

Frequently, demographic data is simplistically equated with school failure. Terms such as "*cultural and language barriers*" are often used by the dominant culture to explain "minority student" failure and their unpreparedness to enter the labor market. In other words, a "blaming the victim" approach becomes the norm in the schooling of many children, thus, giving way to low expectations resulting in self-fulfilling prophecies of non-achievement by large numbers of "minority" children. Demographics, then, become "barriers" for these students, now labeled as "at-risk students". In order to break the "barriers" that prevent these children from realizing their full potential, first we must recognize what these barriers are, name them, and then face them one by one. In our view, the real barriers placed before our students are racism, economics, and bureaucracy. These barriers manifest themselves through numerous ways, some of which are delineated below:

- 1) "Tracking", also known as "discrimination-by-expectation", groups African-American and Latino kids in the lowest academic tracks within the Boston Public School system. According to the 1990 Mass Advocacy Report, Locked In/Locked Out, these self-fulfilling prophecies translate into placement practices in which these students are placed below their grade level, and/or in "low-status courses outside a grade-appropriate academic curriculum."
- 2) School policies on Non-Promotions, Tardiness and Attendance, and Suspension contribute to pushing kids out of school. For example, Latinos are more than twice as likely as all students statewide, and three times as likely as white students to be held back in grade; and, schools at all levels may turn tardy students away at the door, thus discouraging attendance. ¹
- 3) Exclusion of parents and other community members whose language is not English from having meaningful participation in the life of the

¹ Anne E. Wheelock, *The Status of Latino Students in Massachusetts Public Schools: Directions for Policy Research in the 1990s*. May 1990.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
JANUARY 1950

TO THE HONORABLE CHAIRMAN OF THE BOARD OF TRUSTEES
OF THE UNIVERSITY OF CHICAGO
FROM THE DEPARTMENT OF CHEMISTRY
SUBJECT: A REPORT ON THE PROGRESS OF RESEARCH
DURING THE YEAR 1949

The Department of Chemistry has been fortunate in having a very successful year. The research program has been carried out in a most efficient manner, and the results have been of a high quality. The following is a summary of the work done during the year.

The first part of the report deals with the work done in the field of organic chemistry. The second part deals with the work done in the field of inorganic chemistry. The third part deals with the work done in the field of physical chemistry.

The work done in the field of organic chemistry has been of a high quality, and the results have been of a high quality.

The work done in the field of inorganic chemistry has been of a high quality, and the results have been of a high quality.

The work done in the field of physical chemistry has been of a high quality, and the results have been of a high quality.

school. Data shows that approximately 10% of all parents of children in public schools are actively involved in their children's education.

- 4) Negative attitudes on the part of some school personnel: One can still hear teachers in the school hallways saying, "Puerto Ricans are dumb in two languages..." According to Jim Cummins' Empowering Minority Students: A Framework for Intervention, many reform measures, while necessary, succeed in "deflecting attention from the attitudes and orientation of educators who interact on a daily basis with minority students. It is in these attitudes that students are disabled."
- 5) Twisted equation: Lack of English = Lack of Intelligence and Potential.
- 6) Absence of the dominated minority students' language and culture in the school program: Several studies (Cummins, Campos & Keatinge) point out that "students' school success appears to reflect both more solid cognitive/academic foundation developed through intensive native language instruction and reinforcement of their cultural identity."
- 7) Absence of Latino teachers, administrators, and other school personnel throughout the school system beyond bilingual programs.

In addition, programs for at-risk youth funded by the state have been completely eliminated or vastly scaled down since 1989. Programs such as Commonwealth Futures, jointly funded by DET and DOE lost all its funding, and Chapter 188 Dropout Prevention funds also followed suit. With the advent of Education Reform and the establishment of Charter Schools in the Commonwealth, inner-city, low-income parents who were typically left out of "school choice" programs are, at once, offered increased educational options for their children.

B. Charter School as the Vehicle to Address the Need

The challenge of opening the gateway of equity and excellence in education for "at-risk" students in public education is one that cannot be met by school systems alone. Community responses and solutions must be recognized and supported by school systems and responsible government. Through the creation of Charter Schools, communities are indeed called to respond to the education crisis in the Commonwealth.

Accepting the Challenge, Unleashing the Potential:

The Greater Egleston community is at a crossroads and it can go in one of two directions: physical, social and economic decline or a growth in the "take back the streets" attitude recently displayed by residents, small businesses and service providers. The demonstrated commitment of the community, coupled with the resources and opportunities the YOU Project has provided to youth, can help change the lives of not just a small number of students, but also, the life of the community itself.

The vision is simple: young adults and their families, if provided with opportunities and community support, will not be the victims of society about whom we read every day in the newspapers. Behind the numbing statistics detailing the high school drop-out rates, the absence of fathers, the incidence of children birthing children, the rise in the prison population, and the shooting and stabbings are often young people caught in a vortex not of their own making. The Egleston Community Charter School will test the question:

With a limited amount of state funds, a full commitment of local public-private-community sectors, and a reordering of the way in which a school provides services to youth, can we eliminate this downward spiral in which so many inner-city youth find themselves?

The YOU for Greater Egleston Project represents the coalescing of a number of community organizations and community residents into a youth-focused, geographically defined, education-based initiative. The Egleston Square Coalition's central strategy is to create and operate a state-supported Charter School for actual and potential dropouts where students earn a secondary education diploma in a community setting. Underpinning this educational effort will be a comprehensive array of employment and social support services to the student, his/her family and the larger community. These student and family support services will include: parenting assistance for the students; counseling around career choices, personal issues, preventative health, crisis intervention; counseling and referrals to skill training, English as a Second Language and Adult Basic Education for family members; recreation activities; extracurricular activities; community service; internships; job placement; work study and assistance in college search, application and retention.

For the past two and a half years, The Greater Egleston Community High School, located within the Ecumenical Social Action Committee, Inc. has worked with 100 students between the ages of 16 and 21 who are residents of the Greater Egleston area, and who wish to obtain their high

school diploma, but for a variety of reasons, could not perform in a traditional Boston Public School setting. As part of the Y.O.U. (Youth Opportunities Unlimited) Project, we have been able to provide a unique opportunity to these students and their families through an engaging academic program, a comprehensive set of supportive services, and a wide variety of athletic, recreational, cultural and self-development activities. In addition, students have an opportunity to continue to gain academic credits and work experience during our summer program.

When students are asked why they chose to leave their "home" school (BPS), invariably, they state that their school was too big, the classes were irrelevant or meaningless, that teachers did not care about them, that there was no sense of community, that they did not feel safe, and that they did not feel a sense of purpose, a sense of direction. In addition, school policies on attendance and non-promotions prevented them from getting credit for what they had produced. (Excerpted from application essays) The GECHS meets students' needs for a contextual, hands-on, participatory program that prepares them academically while also engaging them in socially and environmentally responsible, community-oriented activities. About the GreaterEgleston Community High School, they say:

"Comparing GECHS to X is no comparison. This school...teaches you facts not school system makeups. In other words, BPS is set up so that minorities do not succeed. In ECCS, there are teachers that care and know what you need to achieve. They teach you real factual information about yourself as a person, and what it takes to make it in the world."*

--Ronald Thomas

"GECHS and X aren't similar in any way. The teachers here at ESAC take time to explain the work to their students. They give individual help to those who need it. The counselors here check up on the students to make sure they're on track."

--Teresa Jones

"My experience at my last school wasn't a good one. I hated it. I ended up dropping out and joining the Army. Now I'm at this school (GECHS) and I like it a lot. There is both a higher level of maturity and responsibility expected from you here. ...I think all schools should be like GECHS."

--Raymundo Rodriguez

"I've dreamed of a school like this all my years on high school. We learn how to communicate not only with each other but with the community as well. We work together but learn separately. I enjoy coming to school everyday and that is not usual in schools these days. The best thing about GECHS -- they are here for me."

--Damisha Gethers

** X denotes their former schools*

In the past two academic years, 25 students have obtained their high school diploma. Of these, 16 (or 64%) have gone on to post-secondary education (college or training programs), and 5 (or 20%) are applying to college. The majority of these graduates are also working full or part-time. Considering that 100% of the students who have attended ECCS in the past two years are labeled as "high-risk" by the Boston Public Schools, they have fared extremely well in a non-traditional community-based school.

ECCS will be able to replace existing BPS requirements that still hinder the full educational development of these students. For example, BPS attendance policies currently require that students who do not meet the 85% attendance requirement in a given marking period, are failed for that marking period. On the other hand, students who are tardy are sent home. These policies, in addition to inflexible schedules, curricula which is compartmentalized, and standardized tests which do not adequately assess students' knowledge and potential, contribute to the high dropout rates in the system. With more creative and personalized approaches aimed at increasing attendance and improving academic outcomes, ECCS will continue to serve scores of students that are at risk or have already chosen to drop out of school rather than attend the more impersonal district high schools.

In becoming a Charter School, we will accomplish the goal of institutionalizing the existing program when our current funds from the Department of Labor Demonstration Program expire in June 1995. As a Charter School, we will also be able to increase community participation in all aspects of the school, including policy, curriculum, and teacher selection, at the same time that we reduce the bureaucratic constraints endemic to a large school system. This arrangement would also enable us to serve more students than we currently serve.

Moreover, the experimental nature of charter schools would also allow us to be a trend-setter, and a viable, replicable program that translates educational reform into action. In January, 1995, Egleston Square, the home base of the GECHS, was selected as one of five new sites for a multi-year national intervention and research project supported by Public/Private Ventures (P/PV). Funded by a national consortium (including The Ford Foundation, The Charles Stewart Mott Foundation, and the U.S. Department of Health and Human Service), P/PV provides direct funding, while working with schools and community-based agencies to leverage additional foundation support. We expect this new partnership: (1) to help us develop a replicable, regionally- and

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nationally-recognized model; and (2) to link us with foundations, companies, and federal programs interested in funding programs that have the potential to serve as such models.

4.) Profile of Founding Coalition:

A. Make-up of the Group

A coalition of agencies, organizations, parents and residents involved with the Egleston Community Charter School has come together to bridge the area's rich cultural and ethnic diversity and the fragmentation and neglect which had marked the neighborhood for so long. Known as the Egleston Square Coalition, its members represent resident and business groups, public school personnel, health and human service providers, religious and cultural organizations, city agencies, job training agencies, planning and advocacy groups, and community development agencies.

Coalition members include 28 community-based organizations, among them, two health centers: Dimock and Brookside; employment and training providers: Dimock and Oficina Hispana; recreational and educational organizations: the YMCA, ESAC, and Community Centers; a major Catholic parish; a community development entity: Urban Edge; and two neighborhood associations: Egleston Square (ESNA) and Hyde Square Task Force. (Please see full listing of Coalition members in the Appendix)

The Egleston Square Coalition reflects the richness and diversity of the neighborhood itself. Its members are African-American, Latino and White; old and young; gay/lesbian and heterosexual; male and female; Catholic, Protestant, Jewish, and Muslim. We have a shared commitment to utilizing our multiculturalism to enrich the lives of the people who live and work in the Egleston Square neighborhood.

B. Coalition History

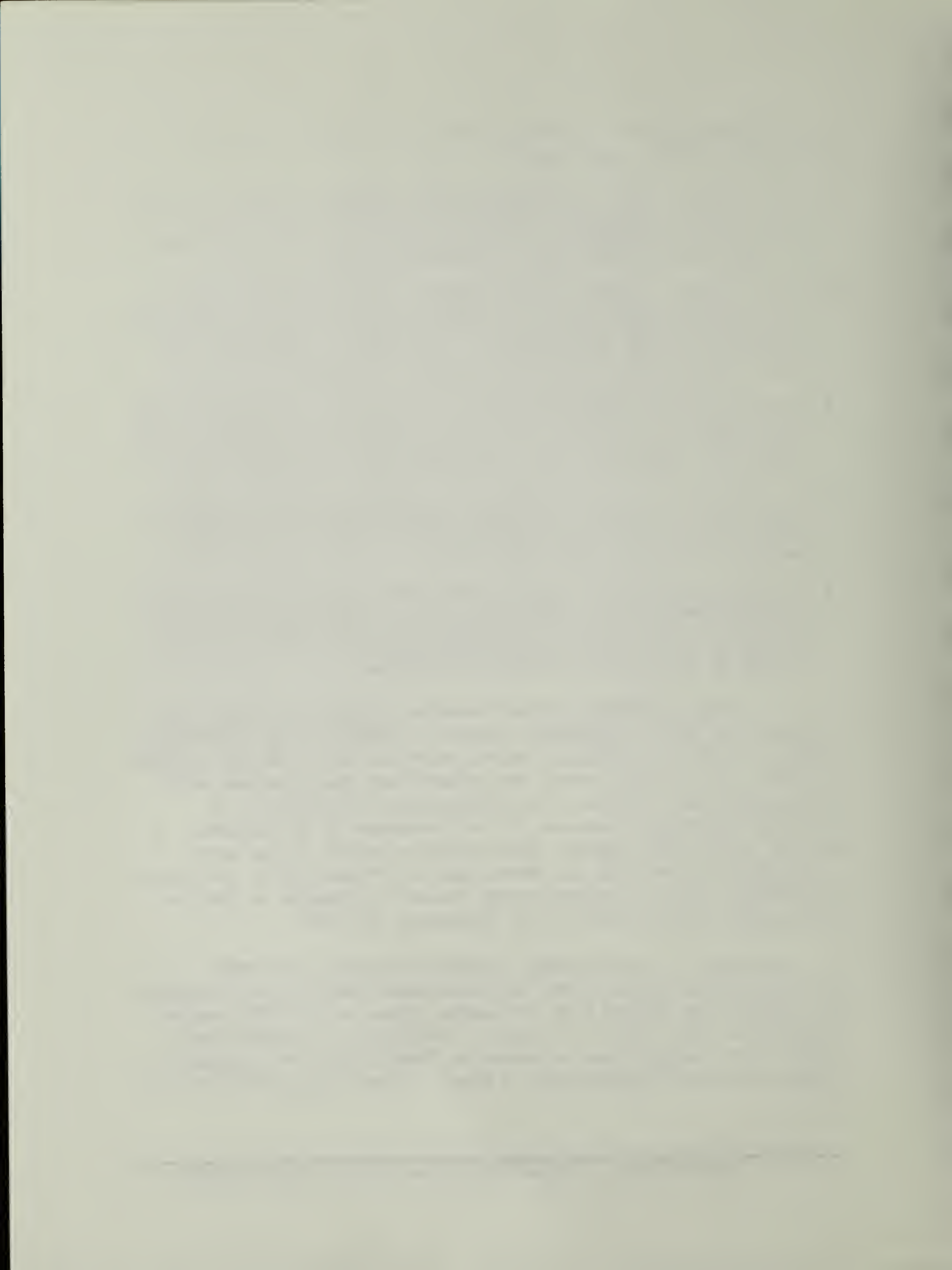
One of the first collaborative efforts, which in retrospect may have been the effort that launched the Egleston Square Coalition, was the Jackson Square Development Collaborative (JSDC). Beginning in 1986, seven neighborhood organizations incorporated into JSDC which then entered into a joint venture agreement with the City of Boston's Economic Development and Industrial Corporation (EDIC) for the development of a light industrial manufacturing area on surplus MBTA-owned vacant land.

Building upon the success of this venture were several other collaborative projects including:

- ▲ The Tri-Square Reclaim Our Community (ROC) Program: a cooperative effort led by St. Mary's, Oficina Hispana, Jamaica Plain Community Centers, and the Egleston Square Neighborhood Association to increase services and programs for youth, and eliminate gang and drug-related violence.
- ▲ The Community Investment Coalition (CIC): six organizations which were a leading force in negotiating with the banking industry to improve lending and other banking services to residents of Boston's minority neighborhoods. CIC was successful in working with Fleet Bank of Massachusetts to establish a branch office in Egleston Square, now located right next to the ECCS site.
- ▲ The creation of the Egleston Square YMCA Youth Center. The efforts of several Coalition members were instrumental both in obtaining a commitment from the YMCA and in securing the space for the Youth Center in the neighborhood. The YMCA Youth Center shares space in the building where the school is located.
- ▲ The initiation of the annual "Hands Around Egleston" community celebration which involves more than 1,000 Egleston Square residents and supporters who literally create a human-chain around several city blocks, demonstrating solidarity and pride in the neighborhood.
- ▲ The Take Back the Streets campaign which began in 1988 with the organizing of a march against drug activity on Boylston Street. Members of several organizations were successful in closing down three drug houses. Since then the Egleston Square Police-Community Relations Meetings were organized and followed by more aggressive "Take Back" campaigns.

In 1992, the Healthy Boston Initiative provided the impetus and incentive for these collaborating partners to formalize their relationship with one another and officially define themselves as the Egleston Square Coalition. As a result, several new projects have been launched which have brought new services to the neighborhood and helped us to maximize the existing resources for the betterment of the residents. It was the work of the Egleston Square Coalition which resulted in the establishment of the YOU for Greater Egleston Project and its core activity, the Greater Egleston Community High School by obtaining a three-year demonstration grant from the U.S. Department of Labor.

Because of its long history operating educational and other programs geared towards youth, the Ecumenical Social Action Committee, Inc. (ESAC) was selected to be the leading agency for the YOU initiative. Founded in 1965, ESAC is a private, not-for-profit, community-based agency whose original base of service in Jamaica Plain has expanded to include almost all neighborhoods of Boston. ESAC's programs serve both



youth and the elderly, focusing in the areas of housing, education, social services, counseling and employment.

C. Further Recruitment of Founders and Organizers of the School

Through the YOU project, the Coalition has established significant new partnerships, namely with the Boston Museum of Science (MOS). Officially announced in September 1994, this partnership represents a two-way commitment to share resources, programs and talent with the MOS.

During this year, also, the ECCS began a collaboration with United Youth of Boston, Boston's largest youth newspaper and teen writing program. With a circulation of 30,000 (and an estimated 90,000 readers), students involved in the paper have a definite purpose for writing, while gaining marketable skills in graphic design, desktop publishing, and newspaper production.

The ECCS will seek to involve more actively the participation of higher education to further the development of the school. Over the past two years, we have had a collaborative agreement with Roxbury Community College whereby ECCS utilizes the Science Labs at RCC and receives in-kind assistance from their Science Department staff. Also over the past year, we have begun discussions about potential collaboration with Northeastern University's Center for Innovation in Urban Education. We will pursue this collaboration in two areas: staff development on progressive pedagogy, and school-to-work transition opportunities.

Other significant plans of collaboration include membership in the newly-established Center for Collaborative Education, a Boston arm of the Coalition of Essential Schools, located at Bunker Hill Community College. This membership will provide us with technical assistance as we explore the process leading to affiliation with the Coalition of Essential Schools.

5.) School Demographics:

A. Area Demographics

The area where the school is located, Egleston Square, is the meeting ground of two major Boston neighborhoods and borders on a third. These neighborhoods are known as Jamaica Plain to the southwest, Roxbury to the northeast, and Dorchester to the southeast.

According to the 1990 Census, the population in the Egleston Square area (census tracts 1203, 813, and 815) was 12,051. The poverty rate for the area was 32%. However, young people, those under 18 years of age, constituted 30% of the population and carry a poverty rate of 49.4%. Single parent families comprised 70.2% of Egleston households according to the Census. The three census tracks in Egleston Square for example, reflect unemployment rates of 14%, and a youth population of 3,600, or 30%, compared with the city average of 19%.

This area of Greater Egleston contains a diverse population: 48% African-American, 34% Latino, and 17% White. Among all persons, 18-24 years old, 31.2% are high school drop-outs. Among adults 25 years of age and older, a staggering 30.9% lack a high school education.

Greater Egleston's population increased very slightly from 1980 to 1990, growing about 0.1%, compared to a citywide growth of 2%. The White, African American and Asian population declined while the Latino population grew by more than 2,000 people, an increase of 37%. More than 12% of Boston's Latino population and about 8% of Boston's African American population live in this area.

B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

The school is located in the heart of Egleston Square at ESAC, Inc., at 3134 Washington Street, Roxbury. Fully aware of the potentially negative impact of the indicators presented in the demographics for the area, the Egleston Square Coalition made a commitment to address these concerns. The creation of the school symbolizes the hope that the community has for its youth, and its theme of community leadership and development concretely translates that hope into action. Addressing issues of identity and culture, bridging differences across neighborhood borders, providing vehicles for young people's voices to be heard while expanding the educational opportunities in this community are all part of the solution towards a better and safer neighborhood. Due to the effectiveness of the many activities undertaken by Coalition members and area residents, the neighborhood has begun a long-awaited rebound as a safe and vibrant community.

C. Student Demographics

While we will not be limited to serving only students from the neighborhood, we anticipate that the school will draw a large percentage of its students from the Greater Egleston area. Thus, many students will

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be reflective of the cultural, racial, income and other demographic characteristics of the area.

Students will be 50 percent male and 50 percent female. They will be in grades 9-12 and many (though not all) will be over age for their grade, will have experienced difficulties in a traditional high school, be considered at risk of dropping out, or be actual drop-outs. Most students will be between 16 and 21 years old, and it is anticipated that some will be gang members, court-involved, and young mothers or fathers. Judging by our present demographics, we expect that the majority of students will be Latino and African American. During a needs assessment conducted as part of the community process that established the high school, the human service agencies and neighborhood residents agreed the following elements typify the under-21 population in the neighborhood:

- ▲ gang involvement
- ▲ teen violence
- ▲ substance abuse
- ▲ high unemployment
- ▲ teen pregnancy
- ▲ high drop-out rates

This is not to say that all students will fall under these categories. As we well know, many students who drop out of school, do so because of the school and class size, curriculum, attitudes towards them, safety issues, and schools' organizational structure and policies. While a large percentage of students enrolled at ECCS has fallen under one or several of the categories presented above, there are also many students who have few or none of the "high-risk" indicators. Nonetheless, a unique characteristic that all enrolled students will possess is a true commitment to be part of a community of active and responsible learners.

D. Projected Student Enrollment

1st Year	50
2nd Year	60
3rd Year	75
4th Year	100
5th Year	125
Ultimate Enrollment	125

E. Grade Levels

Students will be in grades 9-12, although we will not group them by grade or ability level. Students will be placed in heterogeneous

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PHYSICS DEPARTMENT

PHYSICS 311

LECTURE 1

LECTURE 2

LECTURE 3

LECTURE 4

LECTURE 5

groups that reflect the diversity in age, culture, race, ability, and potential of all students enrolled in the school.

6.) Recruiting & Marketing Plan:

A Publicity

The Egleston Community Charter School will publicize its program initially through its current student body, the Board of Trustees, and its extensive network of contacts in the Egleston community.

Word-of-mouth publicity is highly effective, especially when it involves youth recruiting other youth. During its second year of operation, ECCS doubled its enrollment --due to the publicity by enrolled students. Students will also distribute flyers, brochures and other information about the school at the various community festivals and events.

Community-based publicity and outreach will also be done through:

- ▲ the Egleston Coalition member organizations, related newsletters and information bulletins;
- ▲ the newly established Youth Workers Council, consisting of 30 staff from different organizations engaged in similar work with youth;
- ▲ the newly established Egleston Youth Council, consisting of 15 members who will become leaders and will engage approximately 300 youth throughout the community;
- ▲ "Living Room Groups", part of the Coalition's Youth and Family Project operated by ESNA;
- ▲ the Egleston Square Coalition Information Center;
- ▲ Take Back the Streets organizers;
- ▲ Hands Around Egleston organizers;
- ▲ local newspapers;
- ▲ tenant associations at Urban Edge, Academy Homes, Westminster Court and Bromley-Heath;
- ▲ other community social and educational events planned by the school.

Additional publicity to attract students from outside the community will be also undertaken by the Coalition and the Community Advisory Board to the school. Conventional publicity strategies will also be utilized, for example, feature reports in local and outside news/media outlets, distribution of program information to community-based, education-related, and parent organizations, and through "on-line" educational networks.

Given the limited number of seats that will be available and the present high demand for alternative forms of education and youth-focused activities in the City and the Commonwealth, we do not expect any difficulty in attracting a diverse and appropriate number of enrollments both from the Egleston area and from surrounding communities.

B. Outreach to Potential Students and Their Families

As was explained in the previous section, potential students and their families will be recruited through various means. Once we know that a youth and/or the family is interested, school staff will make personal contact to provide further information on the school and its admission process. The notion of a "community school" is one that we take very seriously by offering highly-personalized contact with not only the youth attending the school, but also with the family or relatives of that youth.

C. Recruitment of Students Without Parents

A large percentage of the students we presently serve are "emancipated youth", a term that refers to young people under the age of 18 who are living on their own --with no adults in their life. While some of these youths, if they know the system, end up in the welfare ranks, there are still many who are not connected to any supportive institution or program. However, they may most likely be connected to an alternative family --a gang. Through our case managers, other experienced youth workers who work with gangs, and present gang members who attend the school, we will recruit young people who fall under this category.

7.) Admissions Policy:

A. Methods and Standards

In order to gain admission to the Egleston Community Charter School, applicants must meet the following criteria:

- ▲ graduated from the 8th grade
- ▲ desire to attend a smaller and diverse community-based educational program
- ▲ capacity to work individually, as well as in a cooperative learning setting
- ▲ capacity for sustained work over time
- ▲ interest and willingness to commit towards the school's mission of leadership and community development
- ▲ agreement of student's parents/guardians/family or other supportive individuals to the school's mission and philosophy

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PHYSICS DEPARTMENT

REPORT OF THE

COMMISSIONERS OF THE

BOARD OF EDUCATION

FOR THE YEAR 1900

CHICAGO, ILL.

1901

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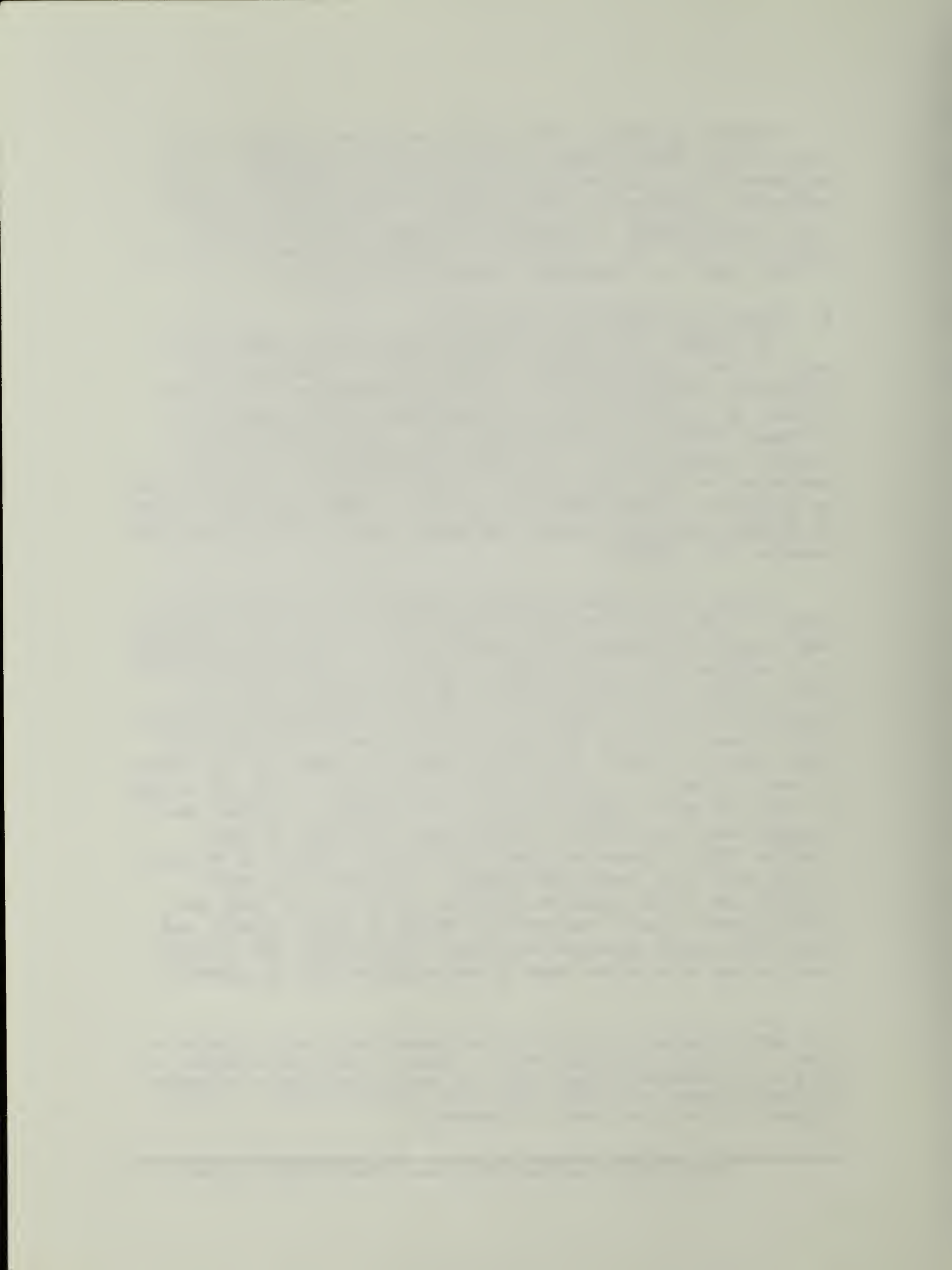
Required admission criteria will be ascertained through an initial intake process which includes a personal interview; completion of an application that includes writing an essay on site; completion of a math assessment; evaluation of current academic standing; and, an interview with a parent/relative/ or guardian for students who live at home, regardless of their age. A review of the applicant's academic record will be used solely for informational and statistical purposes.

B. Process and Timetable for Admission

For students who meet the initial required criteria, there will be a series of assessments, including student's interests, aptitudes, and educational strengths/weaknesses, and recommendations for ancillary services, all of which will be incorporated into a Student-School Covenant² (SSC) by the case managers (See attached Student-School Covenant, currently in use --a prototype for the new SSC) Once the assessment and application process has been completed satisfactorily, and the applicant is recommended for admission, a small committee consisting of the School Director, a teacher, one student, and one Board Member will interview the candidate.

Priority will be given to eligible students who live within the district. Youth who do not meet the admissions criteria will be connected with another neighborhood or city-wide resource. Youth for whom there is no available space at ECCS will be placed on a waiting list with priority given to those who meet the required criteria set by the school. In accordance with M.G.L. Chapter 71, Section 89, "Preference for enrollment shall be given to students who reside in the city or town in which the charter school is located. If the total number of students who are eligible to attend and apply to a charter school and who reside in the city or town in which the charter school is located, or are siblings of students already attending said charter school is greater than the number of spaces available, then an admissions lottery shall be held to fill all of the spaces in that school from among said students. If there are more spaces available than eligible applicants from the city or town in which said charter school is located and who are siblings of current students, and more other eligible applicants than spaces left available, then a lottery shall be held to determine which of said applicants shall be admitted."

² M. dePree, *Leadership is an Art*. (New York: Random House), 1981. According to dePree, "A complete relationship needs a covenant... a covenantal relationship rests on a shared commitment to ideas, to issues, to values, to goals, and to management processes...Covenantal relationships reflect unity and grace and poise. They are expressions of the sacred nature of relationships."



8.) *TIMETABLE 1994-95*

[illegible]

Date		Time		Place		Remarks	
1	10/1/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
2	10/2/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
3	10/3/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
4	10/4/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
5	10/5/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
6	10/6/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
7	10/7/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
8	10/8/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
9	10/9/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
10	10/10/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
11	10/11/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
12	10/12/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
13	10/13/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
14	10/14/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
15	10/15/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
16	10/16/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
17	10/17/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
18	10/18/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
19	10/19/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
20	10/20/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
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24	10/24/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
25	10/25/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
26	10/26/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
27	10/27/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
28	10/28/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
29	10/29/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
30	10/30/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
31	10/31/1901	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul

All enrolled students will undergo an orientation to the ECCS, its philosophy, expectations, its staff, resources, curriculum, goals and objectives, evaluation process, schedules, school policies, and a tour of the facilities. Generally, orientation takes place over a three-day period. This includes a day of group/team-building activities conducted by Outward Bound staff, if funding is available. Orientation is conducted by all staff and by students currently enrolled in the school program. The admission process can take as little as two or three days, depending on the applicant having all required documents (school records) on hand, and the staff's capacity to conduct assessments and interviews.

C. Furthering the Mission in a Non-Discriminatory Fashion

The mission of the school is to build a community of learners who provide responsible local (and global) leadership and participation. As such, the admissions policies set forth by the school further this mission in a non-discriminatory fashion by (1) accepting students on the basis of their interest, commitment, and potential, and not on the basis of their proven leadership skills and abilities; (2) accepting students who reflect the racial and cultural diversity of the host community; (3) accepting students who may have socially complex situations, i.e., court, gang involvement, teen parents, unstable family situations; (4) accepting students who are considered at-risk of dropping out or who are actual dropouts.

9.) Evidence of Support:

We are extremely pleased with the community-wide support the program has received, as evidenced by the attached support letters. As you will see, our support extends throughout all segments of the community: students, parents, current staff and teachers, neighborhood merchants, community and city leaders, as well as individual coalition members.

In addition to their support, as you will see in the appendix, many local community-based organizations have pledged to continue providing support and health services, community service, and internship opportunities to ECCS students. Details of many of these agreements will be worked out between December 1994 and February 1995.

10.) Educational Program:

A. Overview of Curriculum Objectives and Content

*"Less is more... Serious learning-- and habits of learning-- are not quick studies. They demand persistence, engagement, repetition, patience. All that takes time. The typical American high school offers an abundance of opportunities and curricula, and most kids sample this and that, becoming informed about many things but unable to make much use of anything. The essential offerings are those which are most useful and most generative -- that is, the most effective in leading to more knowledge. They must connect with one another and be as coherent as possible."*³

As we rethink our educational program, the question we must ask ourselves is: how do we consolidate the curriculum into what is essential? Furthermore, how do we implement the notion of "less is more"? How do we infuse the theme of leadership and community development throughout the educational program?

The Greater Egleston Community High School was founded in 1992 by the residents and member organizations of the Egleston Square Coalition in response to the need for preventative and long-term interventions to strengthen the fabric of the community. Developing Greater Egleston's human resources, its people, is at the core of the neighborhood's revitalization efforts. And while we realize that education is not the only instrument for transforming society, it is, nevertheless, a step that leads us to equality and opportunity. Hence, the school adopts the theme of *"Building Leaders, Building Community."*

"Building leaders, building community" begins right in the classroom, and is then transferred to the community outside the school walls. With an emphasis on mastery rather than coverage of material, students will work both cooperatively and individually towards attaining a set of essential skills/competencies, knowledge and understanding in two major areas of study: Humanities (language and literature, social studies, history, arts) and Mathematics/Science. By developing a curriculum that is interdisciplinary through the use of themes, "less becomes more". Students are given the opportunity to focus in depth on particular problems, experiences and issues of importance to them and to

³ Theodore R.Sizer, *Horace's School: Redesigning the American High School*.(Boston: Houghton-Mifflin Company, 1992), p.105.

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61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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PART 3
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VOLUME 100
PART 4
1970

the community. This learner-centered approach, thus, encourages active learning that builds on students' prior knowledge.⁴

The entire curriculum at the ECCS, therefore, will incorporate elements of what works for students, according to most research:

- ▲ an interdisciplinary and contextual approach to learning;
- ▲ learner-centered approach --focusing on the success of all students (mastery/competency driven);
- ▲ project-oriented, requiring the learner to do, to research, to experiment, to apply, and to evaluate;
- ▲ opportunities to engage young people in socially and environmentally responsible community activities and internships;
- ▲ an emphasis on higher levels of learning through the development of critical and creative thinking abilities;
- ▲ an emphasis on metacognitive strategies --teaching students to evaluate their own thinking process, thus preparing them for further learning.

What follows is a general overview of the curriculum since the specific course content will be developed by teaching and support staff once they are on board. Throughout the curriculum, there will be an emphasis on themes of leadership and community development.

Humanities

The Humanities Curriculum integrates language arts, literature, history, social studies, politics, fine arts and performing arts. This curriculum, of which *Facing History and Ourselves*⁵ has been and will continue to be an integral part, helps students achieve competency and mastery in the areas of literacy and communication, literature, critical thinking, working individually and cooperatively, and finding their own voice and applying it in their own creative expression. Students will explore various content areas (e.g. Human Behavior, People of the Americas, Social Issues of Today) through literature, film, video, art, music, oral histories, and technology in order to gain an appreciation and understanding of our pluralistic society and increasingly interdependent world.

⁴ L. Vygotsky (1986). *Thought and Language*. Cambridge, MA: MIT Press.

⁵ *Facing History and Ourselves* is a national program that studies human behavior, prejudice, violence and personal responsibility through the case study of the Holocaust, and oppressed people.

Mathematics

The Mathematics curriculum will help students develop the ability to explore and solve mathematical problems, think critically, communicate ideas clearly, work cooperatively and collaboratively with others, and to apply mathematics to real life situations. Through an integrated approach to mathematics, students will gain knowledge in Algebra 1, Geometry, and Algebra 2, as well as in Probability, Statistics, Trigonometry, Logical Reasoning, and Discrete Math. The topics are interwoven so that the students can see the connections among the different branches of mathematics. The use of graphing calculators and computers will be integrated throughout the curriculum.

Science

The Science Curriculum will help students develop the ability to explore different disciplines of science and learn how to apply science to real life situations. Already established partnerships with the Museum of Science and Roxbury Community College enable the students to participate in an innovative science curriculum in an environment conducive to hands-on learning. Students visit the Museum of Science every other week where they have an opportunity to investigate science in an integrated approach throughout each year (Biology, Chemistry, Physical Science, Astronomy, and Computers). On days that they do not visit the Museum of Science, they do supplemental work in collaboration with teachers from the Museum of Science at one of two locations, Roxbury Community College Science Labs or on-site at the high school.

World Language

To graduate from the ECCS, all students will be required to demonstrate minimum proficiency in a language. All students will be expected to take Spanish. Spanish is offered at two levels: for non-native speakers, and for native speakers. Students develop self-confidence and proficiency through relevant content that draws from their interests and experiences. Conversation, dialogue, journal writing, literature, film/video, and music support and complements the study of the language structure.

Art , Theater and Music

All students will be required to take at least two semesters of this course. The art, theater and music course will build on our current work to teach visual and dramatic arts and music through the creation of a Temporary Creative Team whose goal will be to successfully write, produce and perform a play. Students will receive technical training in the theater and plastic arts through the use of languages, literature, and music reflective of their heritage, and by discussing their relationships with

their community and their peers. They will learn basic acting skills, including improvisation and public speaking, basic drawing, painting, and 3D skills in the building and painting of masks and props, and creative writing in the scriptwriting for the play. While learning technical and professional skills in the arts, the students will also learn how to organize and take action as a group. Ideally, this course creates a community of young people who communicate well with one another, who are supportive of each other and who can interact and negotiate confidently with the surrounding community, and by extension, with the rest of the world.

Physical Education/Self-Development

All students are required to participate in at least one physical education, recreation or self-development activity on a weekly basis. The goal is to stimulate the youth to incorporate a routine of intentional exercise, breathing and relaxation into their lifestyle. The outcome is, in general, a revitalized mind, body and spirit. We offer a range of organized, as well as non-competitive, indoor and outdoor, sports and other recreational activities such as Yoga and Meditation, Tai Chi, Dance, Gymnastics, Hiking and Camping, Biking, Skiing and Walking.

Lifeskills/Advisory

This component focuses on the development of basic independent living and life coping skills. Skills will be developed through the exploration of topics such as financial management, shopping, nutrition, health and sexuality, homophobia and racism, housing, legal rights, drug and alcohol education, violence prevention, problem solving/values clarification, conflict resolution, career awareness, post-secondary education, employment, cross-cultural issues, and social issues. While many of these topics are explored in the core academic classes, students have an opportunity to expand their knowledge and competency level through a weekly meeting with an Advisor and guest "expert" speakers.

Other:

Newspaper/Newsletter Writing

This elective is designed to provide participants a structured setting and an audience for expressing themselves through writing. Through a variety of techniques including freewriting, structured writing workshops, group critique, and peer/instructor-based editing, group members will be encouraged to concentrate on the audience for their stories and to develop their writing with the audience in mind. Students will first collaborate in the production of a newsletter using electronic design and layout programs. Once they have mastered the technical skills

of copy design and layout, the group will take on the task of publishing an issue of *United Youth of Boston* a city-wide newspaper by and for young people.

Other electives such as video production, photography, oral history, urban and community planning, landscape design, and Afro-Caribbean history and music, will be offered throughout the academic year and summer term by community residents, staff at community organizations, artists, and other professionals.

Community Service Opportunities

All students will participate in meaningful community activities in order to become concerned adults who can make life better for their communities, their families and themselves. Students will also enhance their knowledge of career options and the academic and occupational requirements needed for employment and economic independence. Some community service opportunities we will continue to offer are:

Read Aloud: Students review and select children's literature, read and tutor children at the Hernandez and Mendell Elementary Schools.

Arboretum: After completing a twelve-hour training program offered by Arnold Arboretum staff, students guide elementary school children through the park.

Senior Institute

Once students have demonstrated an appropriate level of mastery of the competencies contained in the "core curriculum", they will be prepared to move on to the Senior Institute, a year-long component that itself includes three key elements: individualized educational plan, community college/university course work, and the internship. The Senior Institute--and the teacher/advisor who leads it--becomes the connecting piece, or the "glue," for each student and for the program as a whole. The Institute meets approximately six hours per week for one full year and is led by a faculty member specifically trained for this role. The size of the Institute should be quite small to maximize personal interaction among students and between teacher and students--no more than ten students are recommended. Students participate in the following Senior Institute activities:

1. Students in the Senior Institute will continue to participate in selected courses, based on their needs and interest. Their educational plan may

also provide for "remediation" in particular areas of need, and assistance in the development of:

- ▲ Two senior projects: one in humanities and the other in science/math/technology, working cooperatively in small groups or individually. Projects chosen by group consensus in consultation with the teacher/advisor should be directly connected to the student's community college studies and Internship, and will require students to present/exhibit their work in order to receive project credit.
- ▲ A variety of life skills activities that focus on career development and draw upon the resources of community volunteers, and other resources. The Senior Institute group, under the guidance of the teacher/advisor and a case manager, itself acts as a peer support network--helping its members reach their goals, overcoming barriers to success, and developing and implementing a next step --a post-graduation plan.

2. Community college course work is the second element of the Senior Institute. During the year, students may take on a credit basis community college courses in an area of their choosing. The courses selected will be integrated into each student's overall career development plan that is monitored by the teacher/advisor and case manager and that can be transferred for continued post-secondary study. In accordance with a new law passed by the Massachusetts Legislature, any student enrolled in a public school may be recommended for coursework at a state college or university, free of cost. This law indeed enables our students to fulfill this option.

3. The Internship: Students will participate in at least 100 hours of paid or unpaid internships or community service placements that also are tied into their career development plan. These internships are best understood as "applied learning environments" in which students take what they know and use this knowledge in a practical and focused manner as they are learning new generic and technical skills. It is anticipated that most internships will take place around the community, and that these will be opportunities for students to further the ECCS goals of providing leadership, participation and contributions to the local (and global) economy and community.

B. Teaching Methods

Cognitive research shows that students possess different kinds of minds and therefore learn and understand differently. (Gardner, 1991)

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BY

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CHICAGO, ILL.

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In addition, research also demonstrates the value of learning in cooperative groups versus competitive and isolated activities⁶, especially in the development of thinking skills. The work of Vygotsky (1986), Feuerstein (1980), and Gardner (1983) lays the foundation for a new view of learning: the constructivist model. This model is a powerful tool for accelerating learning by combining cooperative learning with complex cognition. More specifically, it goes a step beyond the need for learning teamwork --it enables students to think together, mediate, debate, and synthesize new insights. Through this methodology, students develop a sense of responsibility to community that easily transfers to real-life situations. (Schrenko, 1994)

Used in most instances across the curriculum, the constructivist model advances the goals of the school of creating community at various levels, beginning in the classroom itself. As a school that is learner-centered, the ECCS will help students build on prior knowledge as a bridge to new experiences and knowledge. Teachers will also help students make sense of the learning by facilitating opportunities for applying what they have learned to real-life situations. Examples of this would arise from community service activities such as at the Arnold Arboretum where students apply botany and science concepts as they lead school children through the Arboretum. And most importantly, teachers will facilitate students' metacognitive skills, that is, learning how to think, and how to assess one's own thinking processes. Through the use of questioning strategies, critical thinking skills, and reflective thinking, among others, students develop the necessary tools to meet future challenges. (Schrenko, 1994)

Furthermore, we believe that even with successful innovative methods and approaches, students will still not be motivated to learn unless there is a caring, nurturing, and supportive teacher in the classroom. It is in the interaction between student and teacher that the student's desire and motivation to learn can be either advanced or doomed. Therefore, we believe that educators must accept the personal and political challenge of redefining their roles within the classroom, the school, and the community in order to unleash the potential of students, rather than to disable them.

In summary, the ECCS will implement pedagogical approaches that are liberating and additive rather than subtractive and dependence-

⁶ Linda Schrenko (1994), *Structuring a Learner-Centered School*. Palatine, IL: IRI/Skylight Publishing, Inc. (p. 11)

oriented. We are committed to the creation and implementation of a multicultural, learner-centered curriculum that:

- ▲ validates our students' experience and history;
- ▲ operates from a position of strengths rather than deficits;
- ▲ creates a climate of caring, respect, and acceptance in the classroom;
- ▲ prepares all students to live, learn, lead, and work in a pluralistic and increasingly interdependent world.

C. School Calendar and Hours of Operation

The ECCS will follow the Boston Public Schools Calendar. It will be open between 8 a.m. and 5 p.m. for most school-related activities, with the flexibility of remaining open until later in the evening. As part of a community-based organization that also houses the Egleston Square Neighborhood Association and an office for the Egleston Square Coalition, the school often co-sponsors activities for community residents in the evening and on week-ends.

11.) **Student Performance**

A. Assessment:

Students will obtain their diplomas from the ECCS when they have demonstrated mastery of the competencies contained in the curriculum objectives and successfully complete the Senior Institute. Mastery of competencies will be evaluated through a number of authentic assessments, including portfolios that contain selected projects, in-class and take-home assessments, self-assessments, video, classwork and homework assignments, supervisors' assessments (for community service and internships), and group and individual exhibitions. We emphasize the students' ability to communicate their understanding of material through a public demonstration, judged by a group of individuals: teachers, fellow students, and outside guests, including board and community members. This authentic assessment gives a deeper sense of student learning than a score on a standardized test.

Students, however, will also continue to take the PSAT to prepare for the SAT and other standardized tests required for admission to college. They will also take other state-administered tests, as required.

Students and their guardians will receive narrative report cards four times per year, in addition to an expanded transcript for colleges that require it. On a monthly basis, students will confer with teachers to evaluate their educational plan versus their progress (outcomes), effort and impact. In cases where a student is not progressing as expected, the

parent/guardian will be notified and brought in to assist with the student.

B. Plans for Remediation

As stated above, a monthly conference between student and teacher will help address in a formal way any need for remediation. With a small student/teacher ratio and a support staff, students will have ample opportunities to have their needs met. Students who require additional or individualized tutoring may obtain it at designated study halls from their teachers or from volunteer tutors.

Because we are a learner-centered school, the notion of an underperforming student is limited to those students who are not making an effort, and are thereby shortchanging their own potential as well as that of their peers. The school will deal with these cases individually, through teacher conferences in collaboration with the case managers.

C. Measurement of Skills

Students' development towards the school's stated learning objectives will be measured through written, oral and other authentic assessments, as described in section 11 B.

12.) **Accountability:**

A. School Methods for Self-Assessment

Key to the program will be both a "formative" and a "summative" self-evaluation to be carried out by all stakeholders: students, staff, board, and other community members directly or indirectly involved in the school. The formative evaluation will be ongoing and will facilitate continuous improvement of the school program as well as mid-course corrections. It will focus on core institutional and programmatic questions --for example, how well are the program components integrated and how well do the program partners work together. The formative evaluation will also address, primarily in a qualitative fashion, staff development and student experiences, with the school mission and objectives driving the evaluation process.

The summative evaluation will incorporate both qualitative and quantitative measures of success. Aside from using questionnaires, interviews, site visits and other traditional evaluation tools, it will take into account data on enrollment, attendance, attrition, student achievement, coursework, program graduation rates, and post-program labor market and/or education experiences.

Both evaluation forms, applied to each objective, will assess:

- (a) effort, which focuses on the quantity and quality of program activity;
- (b) outcome, which refers to the results of program efforts, and;
- (c) impact, which refers to the effect of the program on participants' motivation, perceptions, attitudes, and achievements. We would look at both quantitative and qualitative gains where applicable, in each of the major school program components.

Examples of evaluation activities we will conduct include:

1. Design self-assessment instruments: questionnaires for participants, parents, school staff, program staff and volunteers;
2. Develop "case studies" in order to capture a participant's experience with the school from intake to graduation and beyond;
3. Conduct focus groups of parents, participants, and staff;
4. Compile, review and analyze all program documentation, reports, surveys, and observation data;
5. Develop recommendations for modification or improvement where needed.

Again, all self-assessment activities will be driven by the school mission and objectives with the goal of critically looking at all program aspects and improving areas that require it. The mission itself, as well as the objectives will be assessed for appropriateness vis a vis student and community needs.

B. Teacher and Administrators' Performance Standards and Evaluation Plan

All program staff are expected to be learners, researchers and reformers. In addition, all program staff are expected to be mentors and advisors to students and colleagues, as well as collaborators in this new venture. While the Administrator or Director has primary responsibility for all administrative duties and providing leadership, all staff contribute to planning the school program, articulating its vision, implementing the program, and evaluating the outcomes. Furthermore, all staff will participate in policy development, implementation and evaluation.

Because we view this as a joint venture, the primary form of staff evaluation will consist of peer evaluations --that is, through peer

observations, class observation, and audio and video taping, teachers evaluate one another. By the same methods, the director evaluates teachers. In addition, students will also participate in the evaluation of teachers. (See sample instrument of Student Evaluation of Teacher in Appendix) The administrator, in turn, will also be evaluated by teachers and staff, as well as by the Board of Trustees.

Teacher and Administrator evaluations will be based on their performance of job responsibilities as articulated in their contract, and ultimately, on the success of the students and of the program itself.

C. Accountability to Public and Parents

The Egleston Community Charter School calls for an in-depth public inspection conducted by a qualified team of Board members, educators, parents and experienced evaluators every few years. The results of this "public" inspection will be made available to the parents of students enrolled in the school, and to the community.

On a more regular basis, either bi-annually or quarterly, the school will issue a Bilingual School Report Card to students' families, and Egleston Coalition Members. This School Report Card will contain a narrative report from the school director on the progress of the school, its plans for the next quarter, and will highlight program achievements, struggles and action steps for further improvements. For each issue, the School Report Card will also feature the work of one teacher or staff member, and one student or student project. It will also highlight the work of a community partner in the school. This document will provide a content and a context for community involvement, as well as vehicle for program and staff accountability.

The school doors are always open to parents and community members. Bi-annually, we will also schedule parent/teacher conferences to allow for a one-on-one discussion of student progress. In keeping with our already established practice, we will also hold open houses on a quarterly basis, both during the day and in the evening to enable parents with different schedules to attend. These will offer an opportunity for parents to meet directly with teachers and other staff to further discuss the progress of their children and to give their input to the school. Open houses may also be utilized as "town meetings" --as opportunities to personally report to the community and to receive its input in school plans and programs.

Once per year we will conduct focus groups as described in the previous section, to receive more direct input from a wider segment of the community and other school stakeholders.

D. Review of School Budgets and Financial Records

The school budget will be prepared by the director with input from school staff, and in consultation with the Board of Trustees. All school budgets will also be reviewed by teachers, but will require the approval of the Board of Trustees. The Board will ultimately be responsible for monitoring all financial records, reviewing financial reports at regular Board meetings, and assisting with and reviewing the annual audit of the program. An annual audit of ESAC, Inc. is conducted by Alexander, Aaronson & Finning in May.

E. System for Maintaining School Records and Disseminating Information Individual Student Plan

Recognizing the vulnerability of the majority of the students, the Egleston Community Charter School is structured around a supportive case management model. The use of this model will allow the program to make maximum use of external coalition resources and to guarantee that these referrals are indeed assisting the student and his or her family. Each student upon enrollment will be matched with a case manager/counselor. This staff member will have primary responsibility for working with the student and family to develop goals and agreed-upon outcomes, providing continual support for and monitoring of the student/family's participation in the school, and facilitating referrals for additional services for the youth and the family.

The mechanism by which this agreed-upon participation will be articulated is the Student-School Covenant (SSC). Developed collaboratively by the student, family and program staff, the SSC will essentially be the compact that will detail the goals, roles, responsibilities and commitments of both the student and school staff. The enrollment process will include the development of the SSC which can also be used diagnostically and as a way to encourage the student to invest in the program and, by extension, his or her future. The Student-School Covenant must be perceived as a living document in continual change as the particular circumstances and needs of an individual student and his/her family changes. Throughout all phases of the school program, the case manager/counselor will work closely with teaching staff to monitor progress, and collaborate on family involvement for each student. The SSC will draw on information gained about the youth's strengths and areas to improve, as well as information contributed by teachers and

agency staff. The SSC will be a confidential document to be reviewed and updated only by school staff and the student and family.

Attendance

The ECCS will maintain records on daily attendance for each class. On a weekly basis, attendance for individual students will be tallied and reviewed by staff, for the purpose of following up students and preventing potential risk of dropping out.

Student Progress

On a monthly basis, teachers will meet individually with students to help them assess their own progress and to chart a plan of action for the quarter. There will be regular communication between the school and the student's family based on the outcome of teacher's and student's self-assessment via telephone and/or letter. In addition, Student Progress Reports will be issued to students and families at the end of each quarter. The Student Progress Report will include a narrative assessment of the student for each class during the quarter and an indication of whether the student is passing the class, or needs remediation to complete all requirements. The Progress Report will also make suggestions for how the parent may assist the child in the class.

Administrative Records

ECCS will also maintain monthly records of student movement, i.e., enrollment, exit (transfers, graduation, etc.). These records will be available to Board members as part of the school evaluation process.

Annual Report

As we indicated in Section 12 (A), we will prepare a summary report on the school program, containing both qualitative and quantitative data on the progress of the school and its students. In addition, the report will include a financial report and projections for the upcoming year, and other information in conformance with the law. In accordance with 601 CMR 1.07, this report will be made available "no later than August first of each year for the preceding year" to each parent or guardian of enrolled students and those who are "contemplating enrollment", Coalition members and other interested parties.

13.) Human Resource Information:

A. Standards Used in Hiring Process

We will do an extensive search for individuals who meet the standards delineated below. The hiring process will be conducted by a committee with no more than five members, consisting of the School

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Director and other founders of the school, preferably members of the Board of Trustees or the Community Advisory Board currently in place.

All teaching and support staff will be required to have the following qualifications:

1. Possess a master's degree or equivalent in the field of expertise.
2. Demonstrated experience working with a diverse youth population.
3. Knowledge of community-based resources.
4. Proven experience in "alternative", community-based, competency-based, project-based, multicultural, and learner-based education.
5. Willingness to work in a cooperative, demanding, high-energy, creative, participatory environment.
6. Commitment to ongoing professional development in area of expertise as well as other areas relevant to the mission of the school.
7. Competence in the use of technology (at the very least, computers).
8. Commitment to working in a multicultural environment that affirms the pluralism (economic, racial, religious, linguistic, physical ability, sexual orientation, national origin, age, gender, among others) that students, their communities and staff represent.
9. Ability to relate to and interact with young people in a respectful, nurturing and caring manner, and to serve as an advisor to students.
10. Commitment to actively participating in the creation, management, and replication of our school.
11. Willingness to work the hours necessary to get the job done.
12. Have a sense of humor and enjoyment for their work.

Desired Qualifications But Not Required:

1. Bilingual in Spanish and English.
2. Massachusetts Teacher's Certification in Secondary Education.
(English, Social Studies/History, Math, Science, Art, Spanish)
3. Residence in the community where the school is located.

B. Targeted Staff Size and Teacher/Student Ratio

The school will have one Director, one Program Assistant, one Community Liaison, two Case managers, and one Recreation Coordinator in addition to the teachers. The core teacher/student ratio will be no more than 1:15. In addition, there will be visiting or guest teachers offering elective seminars, courses, and workshops to students and community members.

C Professional Development Opportunities

The Egleston Community Charter School shall be a school where the administrative, teaching, and support staff are sensitive and respectful of the culture, language, social conditions, and sexual orientation of students and parents. As we create a replicable model that works for students who cannot perform in traditional school settings, the ongoing development of all professionals working at the ECCS is a very high priority. Among the priorities we will address for staff development are:

- ▲ developing a critical pedagogy and a curriculum that stresses effective strategies for improving and accelerating the academic development of students in all content areas;
- ▲ strategies for creating positive school learning environments for students of diverse languages, cultures and abilities;
- ▲ strategies for working effectively with families and community partners;
- ▲ strategies for increasing the effective use of time for learning within the school day and year;
- ▲ developing options for increasing school-to-work activities.⁷

Professional development courses will be created and offered at the school to address primarily two areas: the affective as well as the academic development of students. With regard to the affective domain, we will seek to increase staff knowledge of various ethnic/racial groups represented in the student body, safety issues and needs of gay and lesbian students, the practice of multicultural education, and specifically, the socio-cultural and language experience of Latinos and African-Americans, the largest groups represented in the school and its immediate community.

In order to address some of these priorities, but particularly the academic priorities, the ECCS will adopt and adapt program-based staff development approaches currently utilized in the field of adult literacy.

⁷ Massachusetts Application for Goals 2000 Funds: Year 1. (p.22)

*"A promising approach to developing the professional workforce for adult literacy education, inquiry-based staff development purposefully builds on the richness and diversity of the total experience and knowledge that teachers, tutors, and administrators bring to the field. In this approach, practitioners pose the problems to be considered and conduct field-based inquiry into daily practice. In contrast to the assumption that literacy practitioners, like their adult students, have deficiencies needing remediation, this stance on professional development explicitly positions practitioners as learners, researchers, and reformers."*⁸

Based on this model, we will build in a range of opportunities to enable staff to mentor, coach, learn from, and support each other in various academic subjects. Activities will be both classroom-based and non-classroom-based. (Please refer to attached document entitled *Program-Based Staff Development: Some Possibilities*) We will receive assistance from the Adult Literacy Resource Institute in Boston, the Coalition of Essential Schools through the Center for Collaborative Education at Bunker Hill Community College, Fenway Middle College High School, Northeastern University's Center for Innovation in Urban Education, and UMass' Multifunctional Resource Center, among others.

In addition, teachers will participate in professional workshops (ongoing throughout the year) as well as an intensive mini-sabbatical in Science and Math for teachers at the Museum of Science. Teachers will be encouraged and expected to participate in professional development activities and trainings specific to their field of instruction. In order to carry out this plan, it is vital to build in time on a regular basis, and to network with existing charter schools to build upon our practice, successes, and plans to replicate them.

D. Human Resource Policies

All staff working at the ECCS will be governed by the Personnel Policies of the Ecumenical Social Action Committee, Inc. until such time that the school's Board of Trustees is established and deems it necessary to tailor these policies to the Charter School. (Please refer to ESAC Personnel Policies in the Appendix) These policies are in full compliance with state labor laws.

⁸ Susan S. Lytle, Alisa Belzer, and Rebecca Reumann (1992). *Developing the Professional Workforce for Adult Literacy Education*. Paper presented at the Literacy Policy Forum, Washington, DC.

14.) School Governance:

A. Internal Form of Management

Consonant with the mission of the Egleston Community Charter School to *"create a community of learners who provide responsible local (and global) leadership"*, the school's management structure will be one that facilitates leadership opportunities and promotes active participation and input from stakeholders at various levels. In order to maximize the creativity and contributions of staff, board members, and students, ECCS will set up various management vehicles.

Program/Staff Level

At the program level, i.e., teaching and curriculum, discipline, day to day events and administrative issues, and student issues, among others, all school staff (teaching and support) will have equal input in discussing and managing urgent issues. The mechanism for this will be weekly staff meetings facilitated by the Director of the School, and occasionally rotating chairs. All decisions will be made by consensus, meaning that the meeting facilitator must be skilled in moving the decision-making team to work through a series of agreements. Moreover, the team will have shared ownership of decisions. We propose to create a management culture that is open, honest, participative, creative and results-oriented.⁹

Student Level

In order to elicit student input with regard to school activities, policies, curriculum, discipline, and other issues, there will be a Student Advisory Council elected by the student body, with a staff member serving as Advisor to the group. All plans and decisions made at this level must be communicated to the staff and director for approval prior to implementation. In addition, the school will hold democratically-run town meetings on a weekly basis for the purpose of obtaining student input and as a vehicle for the Student Advisory Council to report to the student body.

Director's Role

The Director will be ultimately accountable to the Board of Trustees for the management of the school. Therefore, she will be responsible for facilitating leadership within the program, and seeking approval for, and communicating program decisions and actions to the Board of Trustees. The Director will receive administrative and fiscal support from ESAC, Inc.

⁹ Interactions Associates, Inc. *Facilitative Leadership*, (San Francisco, 1988).

B. Choosing the Board of Trustees

The Greater Egleston Community High School currently has in place a Community Advisory Board. Members include officials from local community-based organizations, tenant groups, community residents, parents, and students. We are proposing to establish a Board of Trustees that has similar representation, and expanding it to include members with expertise in education (secondary and post-secondary), business and law. The present Community Advisory Board will consult with the Egleston Square Coalition and the School Director about potential new members. The Board of Trustees will be established as soon as we receive the approval for a Charter.

C. Roles and Responsibilities of the Board of Trustees

The Board of Trustees will be responsible for fiscal and legal matters, and will be ultimately accountable to the community, and for compliance with M.G.L c.71, § 89 or CMR 1.00. According to state law, the Board of Trustees will also be responsible for processing all complaints brought forth against the school. In consultation with the Director and teachers, they will also design curriculum, budget, and school policies. They shall hold regularly scheduled meetings open to the public, parents, and community. The current guidelines for the YOU for Greater Egleston Community Advisory Board are attached. These will serve as a model for the Roles and Responsibilities of the ECCS Board of Trustees.

E. Parental and Student Involvement

Mechanisms for student involvement were described in Section 14A of this document. There will be ample opportunities for parents to become involved in the school as has been described in other sections of this application. Parental involvement, however, will not be sought out for "show" purposes, nor trivialized as is often the case in large schools. Parents will be involved at the most fundamental levels --because they are interested in supporting the educational and personal development of their children/young adults, and because the school has something to offer them as well.

We will work closely with the Latino Parents Association (LPA) and with PIQUE (Parents Institute for Quality Urban Education) to provide advocacy and decision-making skills development and support to all parents and guardians of ECCS students. As stated in the Mission for the school, the community of learners that we seek to create and support extends to the parents and the community to which we are accountable. For this reason, school facilities and special courses will be available to students' families, in addition to workshops offered by LPA and PIQUE.

Furthermore, parental participation on the Board of Trustees will be vital --a direct voice and a link to the larger community. In addition, as previously mentioned, the school maintains an open-door policy, which means that parents are welcome in the school and the classroom at all times.

15.) School Community

A. Community Environment at the School

The Egleston Community Charter School is committed to recognizing the individual needs and value of each student; to tolerating nothing but full and mutual respect for each student and each staff member; to respecting the racial, cultural and personal diversity of the students by emphasizing historical and cultural contributions of all ethnic, racial and cultural groups; to creating within the school a sense of community and extending this sense of community outward to encompass the Greater Egleston area; to providing students and their families with "seamless" services to deal with various aspects of their lives (health, parenting, mentoring, etc.); and to providing students with a "safe harbor" where there is continual caring and nurturing from adults.

ECCS will foster in students and staff alike their abilities to contribute to the health and well-being of the community in ways that encourage long-term, sustainable improvement. The school program will be fully integrated and coordinated throughout the community in such a way that the "school" is not separate from the "community". Community "leaders" are viewed as role models, and youth are viewed as emerging leaders and community resources. Together we will build the tools of lasting positive change.

B. Parent Involvement in the Life of the School

Parents will be required to participate in the interview process in order to accept an applicant to the school. This interview will serve not only to receive information on the applicant, but also as an informational session about our expectations of the students and the parents. Although we realize that most young adults prefer not to have their parents involved in any aspect of their education, we make it a requirement that they be involved. At a minimum, we expect parents to attend an interview and orientation on the school, to commit to sending their youngsters to school ready to learn, and to provide a home environment conducive to studying. This commitment will be entered in the Student-School Covenant and it will be reviewed on a quarterly basis.

The school, in turn, will affirm parents' strengths while offering opportunities for training and support to parents through workshops conducted by LPA and PIQUE, and through home visits by the Program case managers. Since we believe that the "life of the school" is not limited to the school building alone, the school interacts on a daily basis with the parents and with community members.

C. Relationship of School to Surrounding Community

The Egleston Community Charter School is unequivocally a community school, established and grounded by and for the community that surrounds it for the purpose of building leaders who will contribute to this or other communities. The Egleston community becomes at once the school, in a sense --the incubator for the creation and implementation of ideas and actions that will build a sustainable community.

To carry out its mission, the ECCS has established partnerships with all of the members of the Egleston Square Coalition. (See appendix for listing of all partners) And as members of the Egleston Square Coalition, in turn, we have an established mechanism for communicating, formulating and implementing collaborative plans for the benefit of the community. As a community high school, we are accountable to the community via the partners from the Egleston Square Coalition, and vice versa. In short, our relationship with the community is that of a "marriage" --a partnership through which we are committed to support one another, and are able to ensure a bright future through the educational and personal development of our youth.

16.) Replicability and District Relations:

A. Replicable Model to Schools in Surrounding District

The Egleston Community Charter School will offer a replicable model to the schools in the surrounding district through a variety of ways:

- ▲ increased collaboration with neighboring BPS elementary schools, the Hernandez and Mendell, via continued communication with both schools and increased community service provided by ECCS students;
- ▲ increased communication and professional exchange with neighboring English High School and its Multicultural Middle College Program at RCC;
- ▲ as members of the newly founded Center for Collaborative Education, develop modules for replication that can be produced and disseminated through this Center;

- ▲ working collaboratively with Northeastern University's Center for Innovation in Urban Education to advance replication of ECCS paradigm;
- ▲ UMASS's Multifunctional Resource Center acting as dissemination center to school districts throughout the Commonwealth;
- ▲ HOPE, Inc.: develop joint project with Hispanic Office of Planning and Evaluation to further develop and disseminate Young Planners Project (See Appendix for more information on this program);
- ▲ Egleston Coalition: with key officials of several area Boston Public Schools attending meetings of the coalition, the work of the ECCS will continually be presented;
- ▲ continued relationship with Boston Public Schools' Alternative Education department;
- ▲ develop a relationship with the newly established Center for Professional Development in the Boston Public Schools;
- ▲ and finally, through the active and organized voice of parents.

B. Specific Programs That Benefit the District

There are several programs offered by the school and the existing YOU for Greater Egleston Program that indeed benefit the district directly. The school has negotiated a partnership with the Boston Museum of Science through which both the community and the museum will benefit in many ways. Bringing science to the community via the library program and the science vans, community service and employment opportunities, educational events for the entire family (free or at reduced cost), opportunities for professional development for all district schools, and science theater events are some of the planned activities which will directly benefit the community and its schools. The key benefit is that this partnership offers a comprehensive school-to-work transition opportunity to all involved.

ECCS's Community Service component will expand to increase the benefits to surrounding schools. Our Read Aloud program will continue and expand beyond the Hernandez and Mendell schools to other elementary and middle schools in the district. In addition, more students will participate in the Arnold Arboretum community service program, which trains our students to be tour guides to school children. As we expand our community service options, priority will be given to develop more options in district schools.

ECCS's Computer Lab will continue to serve surrounding schools and programs such as English High School's Multicultural Program. Also through our agreement with Roxbury Community College to utilize their

Science Laboratories, we will serve as brokers for other schools and programs that are in need of these facilities.

Another area in which we can directly benefit the district is in Sports, Recreation, and Self-Development. Through external funds and through the network of member organizations of the Egleston Coalition, we already offer dozens of enrichment opportunities to the community and schools within the community. We intend to continue to do so.

Most importantly, the Egleston Community Charter School offers a new paradigm for transforming school and community relations to all district schools --a paradigm that finally tears down the walls that divide the "school" from the "community".

C. Rapport with the District

As a school that has operated for the past two and a half years as an alternative education program of the Boston Public Schools, we have built significant ties with the High School Zone Office, the Alternative Education Director, who is a member of our Community Advisory Board, and with all 17 district and exam high schools. We have direct communication with support service personnel, as well as with guidance counselors and Headmasters of each school. The need for community-based alternatives for children who are not making it in the larger district high schools will continue to exist. For our part, we will continue to build on the rapport that we have established with the district schools, and expand the opportunities to exchange of resources and referrals.

17.) Building Options:

A. Present Option

B. Suitability

We are currently located at 3134 Washington Street, Roxbury. This is a two story building which, in addition to ESAC's administrative offices, also houses the Egleston Square Neighborhood Association (ESNA), the Egleston Square Coalition's Youth and Families Coordinator, the YMCA's Egleston Youth Center, and the community services offices of Urban Edge. We rent our facilities from Urban Edge Housing Corporation.

In the appendix, we have included floor plans for the entire building. We currently occupy about one-third of the building. At the moment, the school's facilities include four classrooms, one large computer lab, one staff lounge, four offices (one houses United Youth of Boston), a small kitchen, and four bathrooms.

Urban Edge Housing Corporation is committed to ensure that the facilities are in compliance with all school building codes. In addition, they are committed to fundraise and develop additional space to accommodate the school's increased need for space. By Spring of 1995, there will be an additional 6,000 square feet renovated for the school and for Arts in Progress. In the floor plan, this space is labeled "future development". The new facilities will have an auditorium for theater, dance, and musical classes and performances, a photography darkroom, a full kitchen, additional classrooms, and offices.

C. & D. Future Plans

At the moment, all plans for acquiring a school building are premature. ESNA and Urban Edge, however, have expressed their commitment to helping us acquire, finance, and develop a school building in this community.

18.) **Code of Conduct:**

A. Rules and Guidelines for Student Behavior

All students enrolled at the ECCS will undergo a three-day orientation which will include an examination of our guidelines and policies governing behavior and discipline. Included in this section is a framework of what has worked for us during the past two years. These guidelines and policies, however, will be reviewed, modified, and if needed, re-written by the Board of Trustees in consultation with the Director and teachers, in accordance with state laws.

B. School Policies on Student Expulsion and Suspension

We shall comply fully with M.G.L. c. 71, s37 H as we develop the school's Code of Conduct. Although we believe that suspending and/or expelling a student is the absolute last recourse, clear and fair policies will be considered and formulated by members of the Board of Trustees in full compliance with the law.

GREATER EGLESTON COMMUNITY HIGH SCHOOL¹⁰ *GUIDELINES for STUDENT SUCCESS*

In order to accomplish the goals for student achievement set by the school, students must adhere to the following guidelines:

1. **RESPECT**. We must respect one another. Students, teachers and staff must respect each other.

- **Language:** We will not tolerate any racist or discriminatory comments, language or expressive behavior that demeans the *race, sex, religion, color, creed, physical or mental ability, sexual orientation, national origin, ancestry or age of individuals.*

Moreover, in our school, we will abide by the following norms:

The Tribe Norms

1. **Attentive Listening:** paying close attention to one another's words and feelings; giving another caring respect and consideration.
2. **No Put-Downs/Appreciation:** avoiding negative remarks, name-calling, hurtful gestures and behaviors; instead... treating each other kindly, and stating appreciation for their unique qualities, value and helpful contributions to others.
3. **Confidentiality:** honoring the group's sharing; reminding each other, "No gossip-no names"; being confident that "what we say here...stays here."

**Borrowed and adapted from the Tribes Program*

2. **CARE**. This is our school, our community, our home. We must care for one another, and we must care for the building and facilities that surround us. We must keep our house clean and attractive.

- Graffiti is not allowed anywhere in our house, walls, furniture or other.
- Keep it clean! We will clean up after ourselves, whether it's in the kitchen, the bathroom, the classroom or the hallway.

¹⁰ These are current Guidelines and Policies currently in place at the GECHS. Some of these will not apply under the new proposed structure --specifically around "points" for graduation.

3. **SAFETY**. We must protect each other and keep our school, our community, our home safe. Therefore...

- Weapons are not allowed in our school.

4. **ATTENDANCE**. We are responsible human beings with a lot of potential to succeed! As the sun rises every day, so must we. And in order to earn the high school diploma, and accelerate our ability to earn points, we must attend school 100% of the time. (Please refer to the Policies for School Success)

- We expect a lot from one another. The teachers, staff and students must expect the best from each other... **at least 100 %**.
- We are also human, and understand if there is a legitimate reason not to come to school. Please call in and let us know, so that we can help you make up your work, your points!

5. **INTELLIGENCE**. We have it, therefore, we must use it. Let's keep our heads and minds **clear and clean**. Therefore...

- No drugs are allowed in our bodies nor in the building at any time!

6. **TRUST**. We must trust one another. It does not come automatically. We must work to build it, every day.

7. **COMMITMENT**. We respect the commitment we have all made to do something positive with our lives and our community. We will help each other achieve our goals.

8. **COMPAÑERISMO/CAMARADERIE/COMMUNITY**. This is what it's all about. Unity, common purpose, helping each other to excel and be the best we that we can be.

❖ **OTHER SCHOOL POLICIES** ❖

ON VIOLENCE

Violence of any sort will not be tolerated. Any student engaging in any form of violent behavior, verbal or physical, will jeopardize his/her ability to participate in the Greater Egleston Community High School.

A student who initiates or aggravates an act of violence, verbal or physical, will be subject to immediate termination or other disciplinary

action. Furthermore, he/she will be required to offer restitution* , and will be required to attend a Violence Prevention program.

A student who engages in any act of violence, verbal or physical, while on probation, will be subject to immediate termination or other disciplinary action. Any student who is attacked verbally or physically, insulted, or threatened in any way, must report it immediately to a member of the YOU staff (teacher, counselor, or director).

This policy applies to all students who are enrolled in the Greater Egleston Community High School--whether the event occurs in the premises or outside the premises, i.e., on a field trip or any other activity conducted while representing the school.

ON STUDENT PRODUCTIVITY, PERFORMANCE AND ATTENDANCE

We believe that all students have the potential to succeed at the Greater Egleston Community High School. The entire program staff (teachers, counselors, administrators and program coordinators and consultants) is dedicated to enhancing the academic, personal, spiritual, and vocational development of all participants. In return, we expect that all students will accept the challenge that we offer and demonstrate their potential to learn and succeed in this community high school.

For this reason, students will be expected to earn at least 6 academic points each marking period, spread across all classes. Because we have a waiting list of interested applicants to the program, students who fail to do this, will be dismissed from the program. Before we ask a student to leave the program, we will review his/her full academic record, participation, and the length of time in the program. Upon this review, if the staff concludes that the student is simply not interested in advancing his/her education, the student will be asked to leave the program.

ON ATTENDANCE

Students must sign in every day when they come in, and out if they are excused before the end of the day. The Greater Egleston Community High School will recognize and acknowledge students who have 85% or better

* Restitution= Student will be responsible for addressing/repairing the damage caused by his/her violent behavior or action. Restitution may be in the form of community service, work at the school, or other form deemed appropriate by the Program Staff.

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attendance and good performance on a daily basis by awarding them up to an additional 1/2 point per marking period.

Students are not allowed to leave without permission from the teacher. If they do, they must meet with a Case Manager or with the Director to be re-admitted to class.

I have carefully read and understood the Guidelines for Student Success, and I agree to abide by these in order to be a meaningful and contributing member of this community high school.

Student's Signature

Date

Witness

Date

19.) Special Needs & Bilingual Students:

A. Describe how your school will accommodate special needs students.

B. Describe how your school will accommodate bilingual students.

The ECCS will accommodate special needs and bilingual students to the best of our ability. Our limited resources, nevertheless, will impact our ability to adequately address all the needs of SPED and bilingual students. However, our curriculum standards, the school organization in terms of heterogeneous grouping and class size, will enable us to mainstream students with low to moderate special and bilingual needs, and who meet the admissions criteria. Realistically, we would not be able to serve students who have severe emotional and behavioral needs and who require a substantially separate classroom with specialized equipment and staff (.5 SPED), nor students who require all instruction in a language other than English. With limited capacity, i.e., some bilingual staff, and staff who have training in special education, we will provide an inclusive environment that accommodates diversity while expecting all students to achieve the goals of the school program.

20.) Funding:

A. Start-up budget

The Greater Egleston Community High School as a school that has existed for the past two and a half years, has an operational budget with actual costs which represent the baseline for all current and future budget projections. Since the school rents its facilities from the local

Community Development Corporation (CDC), Urban Edge, there are presently no significant capital expenses. As we anticipate an annual incremental increase in student enrollment, we will need additional space. Urban Edge has pledged that it will do any and all fund-raising related to the capital renovation of our current space and any additional space the school might require.

B. Fundraising Efforts

The program has been the recipient of three years of demonstration funding from the US Department of Labor. For FY '95, the Department of Labor has requested \$250,000 of fourth year funding for this project. The program has also available for its use in FY '95 approximately \$125,000 of "lag" funds from the previous three years of program operation. The lag funds were generated during the first six months of operation when the program was not at full staff capacity. As can be determined from our operational and budget projections, the per pupil reimbursement we anticipate from the state will not meet the entire agenda for this program. During the first year of Charter operation we anticipate a fund balance surplus in excess of \$164,000. Sustaining revenues will be derived from year-four DOL funds, per pupil revenue from the State, and United Way funds targeted by the local sponsoring community-based agency, ESAC, Inc., and an intensive fund-raising effort. As part of the strategic plan we developed in Fall, 1994 to build a long-term funding base, we hired a professional grants writer with expertise in urban education and experience writing both private and government proposals. She has begun working closely with the Director (who previously had been writing all grants in addition to her other responsibilities) to research local, regional, and national funding sources and to develop a range of proposals to support both general operations and new programs that will allow us to expand and develop.

Members of the Coalition and the school have met with members of Public/Private Ventures (P/PV), a national group which works with schools and community-based agencies organizing support from national and local foundations, as well as providing direct financial support themselves. As previously mentioned, Egleston Square, the home base of the ECCS, has just been selected as one of five new sites throughout the country for P/PV intervention. This relationship will grant us significant resources by way of cash, in-kind (technical assistance, evaluation and replication) and connections with major national funders.

C. Budget Narrative

The following narrative provides a line by line explanation of the relevant assumptions used in devising the Charter School Operating Budget, as well as the costs projected for future years of operation.

REVENUES

Tuition: The program lists the total number of students it projects enrolling in each of the next five years. We have used an "average" of \$7,013 per student. Revenues are tied to the annual incremental increase in projected enrollment. After its first three years of operation, the program projects a significant increase in population with a commensurate increase in revenue. Each year's per pupil cost includes a 3% increase.

Grants: The first year of Charter operation anticipates the availability of approximately \$400,000 of US Department of Labor funds as well as a \$25,000 allocation from the United Way to offset the shortfall between the per pupil revenues and program operating expenses. Projected years utilize the anticipated fund balance carry over, as well as additional fundraising from private foundations and individuals.

EXPENSES

Direct Student Costs:

Transportation: This cost represents our current expense for the maintenance and operation of a fifteen seat van. Included in this cost is the annual insurance necessary for operation. Projected costs included annual 3% increases in both insurance and maintenance.

Supplies: FY '95 figures are based on \$250 per pupil cost. Projected year increases are tied to increases in student enrollment as well as inclusive of 3% cost of living increases.

Computer Materials: Costs represented for the first three years include estimates for replacement of current computers available to the program. The program currently operates a computer laboratory which was capitalized utilizing US Department of Labor funds. FY '98 and FY '99 show costs related to recapitalization of the computer laboratory, i.e. upgrade of existing computers. All years include costs for the annual purchase of computer software.

Field Study (Internships): An important aspect of the program design is the use of student interns both during the school year and the

summer. The cost of internships in the first year is a historical cost, the cost as projected for future years is based on a per pupil rate of \$200.

Insurance: This figure represents a cost per pupil of \$300 for the first year, with an increase of 3% thereafter. This cost includes liability and indemnification of officers and trustees.

Personnel:

Director/Executive: This figure represents the program's current cost for this position with annual increases of 3%.

Recreation Coordinator: This figure represents the program's current cost for this position with annual increases of 3%.

Guidance (2FTE's): The program currently utilizes 2 full time case managers/counselors. Costs described give the annual salary for both positions with annual increases of 3%. The need for additional guidance personnel will be evaluated in years four and five.

Teachers: The program currently utilizes 4 full time teachers and several "specialty" teachers. Teaching salaries are \$33,000 annually. FY '97, FY '98, FY '99, include additional teachers as enrollment increases significantly in those years. All costs represent annual increases of 3%.

Clerical: This figure represents the program's current cost for this position with annual increases of 3%.

Community Liaison: This figure represents the programs current cost for this position with annual increases of 3%.

Benefits: The program currently pays 75% of both health and dental insurance for all employees. Included in this cost is the agency's 100% payment for long term disability insurance, life insurance, SUTA, FICA, and Workers Compensation.

Staff Development: Staff are encouraged to participate in relevant workshops and training opportunities. Reimbursement for these activities is based on a \$1,000 per employee per year.

Occupancy:

Rent: The program currently leases space for the operation of the school from the local Community Development Corporation (Urban Edge). The cost of space rental is \$6 per square foot. This cost includes the cost for

heat but not other utilities. As student enrollment increases in future years the program anticipates the need for access to additional space, this cost is reflected in the projections for FY '98 and FY '99.

Maintenance/Security: The school sub-contracts for custodial services and the costs projected related directly to the occupied square footage of the program. Included in this cost is the regular maintenance and repair of the existing alarm system. The security system is currently maintained by Northern Security Alarm Company.

Utilities: This cost reflects the annual historic cost for electric service to the current site. Annual 3% increases have been projected for future years. The significant utility cost increase projected for the final two fiscal years relates to the increase in space occupancy previously noted.

Janitorial Supplies: The program subcontracts only for custodial labor and pays separately for janitorial supplies. Costs represented are actual, future costs reflect both 3% annual increases and increases predicated on additional space requirements.

Office:

Supplies: This cost is calculated at a rate of \$100 per student.

Equipment Rental/Maintenance: This cost represents rental and maintenance for all program copiers and their service agreements.

Telephone/Communications: Reflects actual current cost for phone system as well as anticipated increases due to increase in staff and occupancy.

Accounting/Payroll: Cost for payroll subcontracted with payroll service ADP.

Printing/Copying: Cost represents anticipated expenses related to the production of program brochures and flyers not able to be produced in-house.

Postage: Cost for all metered postage as well as lease for postal meter.

Overhead: This charge reflects all other administrative, clerical, and bookkeeping functions not directly charged to the program. Included are all federal and state tax filing requirements as well as the portion of the agency audit related to this program. Insurance requirements not directly

THE UNIVERSITY OF CHICAGO

PHILOSOPHY DEPARTMENT

PHILOSOPHY 101

LECTURE 1

THE PHILosophical Method

1.1 The Philosophical Method

1.2 The Philosophical Method

1.3 The Philosophical Method

1.4 The Philosophical Method

attributed to this program are a portion of this charge, i.e. Board of Directors and Agency officer liability insurance.

21.) Transportation:

As students enrolled in a publicly-funded school, ECCHS students will be entitled to travel at half-price with an MBTA Student Identification card. We will make arrangements with Boston Public Schools to obtain these transportation passes. If our financial resources permit, we will purchase MBTA passes for "in-district" students.

Students from outside the district where the school is located will be expected to rely on public transportation, or arrange for transportation to be provided by their family.

The school already owns a 1994 15-passenger Dodge Ram van, which will enable us to transport limited numbers of students to school-related activities, i.e., sports, health-related appointments, internships, late-day or week-end activities, etc. We have allocated resources in the budget for field trips that require a larger vehicle.

Charter School Operating Budget 5-Year Projection

	FY '95	FY '96	FY '97	FY '98	FY '99
Students	50	60	75	100	125
Revenue Per Student	7.013	7.223	7.440	7.663	7.893
REVENUES					
Tuition	350.650	433.380	558.000	766.300	986.625
Student Entitlements					
Grants	450.000	310.211	273.431	217.298	119.481
TOTAL REVENUES	800.650	743.591	831.431	983.598	1,106.106
EXPENSES					
Direct Student Costs:					
Transportation	9.000	9.270	9.548	9.834	10.129
Supplies	12.500	15.480	19.875	27.300	35.125
Computer Materials	12.000	12.360	12.731	23.000	32.960
Field Study (Internships)	10.000	12.000	15.000	20.000	25.000
Insurance Expense	15.000	18.540	23.850	32.700	42.250
Total Direct Student Cost	58.500	67.650	81.004	112.834	145.464
Personnel:					
Principal/Executive	48.400	49.852	51.347	52.887	54.474
Recreation Coordinator	27.000	27.810	28.644	29.504	30.389
Guidance (2fte's)	54.000	55.620	57.289	59.007	60.777
Teacher	165.000	169.950	203.940	245.070	288.480
Clerical	23.000	23.690	24.401	25.133	25.887
Community Liaison	32.000	32.960	33.949	34.967	36.016
Benefits @25%	87.350	89.971	99.892	111.642	124.006
Staff Development	8.000	8.000	9.000	10.000	10.000
Total Personnel	444.750	457.853	508.462	568.210	630.029
Occupancy:					
Rent	41.000	42.230	43.497	54.371	55.978
Mortgage					
Maintenance/Security	7.500	7.725	7.957	9.946	10.244
Utilities	8.000	8.240	8.487	10.609	10.927
Janitorial Supplies	2.500	2.575	2.652	3.315	3.414
Total Occupancy	59.000	60.770	62.593	78.241	80.563
Office:					
Supplies	5.000	6.000	7.500	10.000	12.500
Equipment Rental/Maintena	7.000	7.210	7.426	7.649	7.878
Telephone/Communications	6.000	6.180	6.365	6.747	7.152
Accounting/Payroll	5.000	5.150	5.304	5.622	5.959
Printing & Copying	2.000	2.060	2.121	2.248	2.383
Postage & Shipping	2.000	2.060	2.121	2.248	2.383
Total Office	27.000	28.660	30.837	34.514	38.255
Sub-Total	589.250	614.933	682.896	793.799	894.311
Other:Overhead (8%)	47.140	49.195	54.632	63.504	71.545
Total Expenses	636.390	664.128	737.528	857.303	965.856
EXCESS/DEFICIT	164.260	79.463	93.903	126.295	140.250

ATTACHMENTS

A. Egleston Square Coalition

- *Fact Sheet*
- *Egleston Square Coalition Contact List*
- *Egleston Square Coalition Member Services*



EGLESTON SQUARE COALITION

Community Coalition Profile, December 1993

HEALTHY BOSTON

COMMUNITY DESCRIPTION

Egleston Square is at the intersection of two major city neighborhoods—Roxbury and Jamaica Plain—and borders a third, North Dorchester. It is characterized by diversity and fragmentation related to the presence of many cultures and languages, reinforced by the geography of major streets which literally divide the Square. A predominantly low income area with many undocumented people exacerbates problems of unemployment, illiteracy, and lack of access to health and human services. After years of neglect and disinvestment, Egleston Square is now engaged in revitalization efforts to redevelop the commercial area, create and rehabilitate low and moderate income housing, and improve access to health and human services.

COALITION HISTORY & MEMBERSHIP

In the early 1980s, several resident groups and agencies worked to form the Egleston Square Neighborhood Association and re-open the library. In 1986, seven neighborhood organizations incorporated the Jackson Square Development Collaborative which then entered into a joint agreement with the City for development of light manufacturing. Subsequently, a Master Plan for Egleston Square was developed to serve as a blueprint for economic development, replenishment of the housing stock, creation of green space, and the development of youth services. With the advent of the Healthy Boston movement, the Egleston Square Coalition formalized its structure and now includes 24 resident groups and agencies, such as tenant organizations and the neighborhood association; the merchant's association; several health and human service agencies; a CDC, churches, and area schools.

COALITION ACCOMPLISHMENTS

With the support of the Coalition, Urban Edge, the CDC, has been designated to develop Egleston Center, a mixed retail-office complex. Urban Edge also developed an unused warehouse into a youth services building which currently houses an alternative high school and the YMCA. These projects were facilitated by a Partnership Agreement with the City of Boston, resulting in Egleston Square being designated an Enterprise Zone. The Coalition has also been instrumental in fostering the development of several new programs and services for residents including establishment of an alternative high school, recreational programs for youth, the Take-Back-The-Streets drug elimination program, and the Family Van—a mobile health care unit.

COMMUNITY ASSESSMENT RESULTS

The Coalition conducted a community assessment through agency inventories, community meetings, focus groups, and issue-identified work groups. The resource assessment identified many more resources in the community than members realized, with no glaring gaps in service, but limited capacity throughout. The following needs emerged from the assessment: strengthen the network of youth providers in the Egleston area; involve more residents with area providers; share information among residents and providers; and develop stronger community bonds through shared celebrations and events.

STATUS OF ACTION PLAN

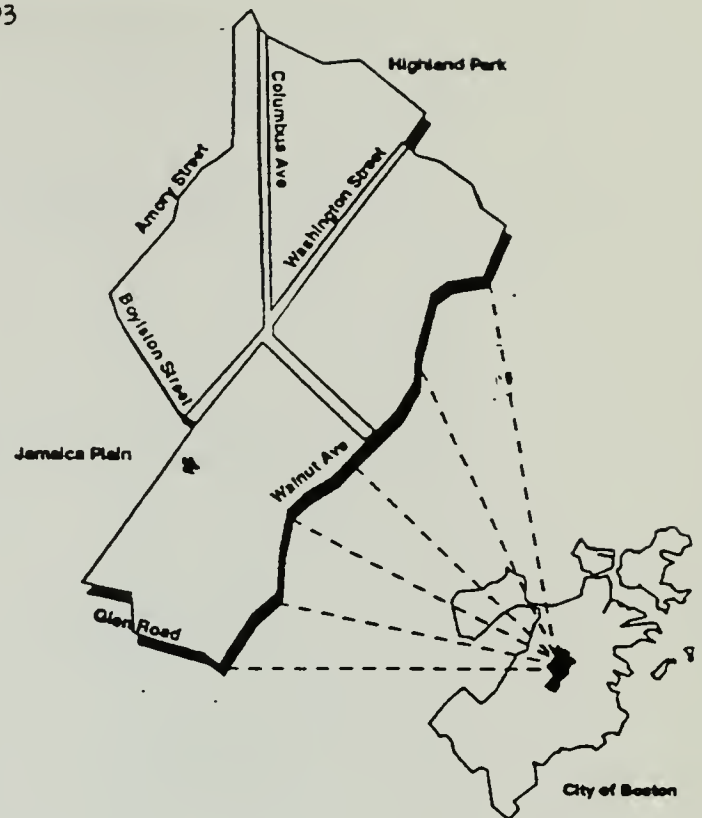
The Coalition is developing its Action Plan with a focus on collaborative programming for families and children, building upon the Master Plan's blueprint to develop more programs for youth. Components include parent support and education programs, direct services for youth, and support and education for youth workers. Peer leadership programs have been established in several Coalition member organizations and hopefully will be expanded and provide additional support to the Coalition.

For More Information, Please Call:

Egleston Square Coalition
c/o Mirna Rodriguez, ESNA
3134 Washington Street
Roxbury, MA 02119
Tel: (617) 524-5052 Fax: not available

For More Information about Healthy Boston, please contact:

Healthy Boston
City Hall, Room 603-271
Boston, MA 02201
Tel: (617) 635-3140 FAX: (617) 635-3496



• **Population (1990 census)** 9,570

• **Ethnic Diversity (1990 census)**

50% Black (mostly African-American), 34% Hispanic (mostly Puerto Rican and Dominican), 13% White, and 1% Asian.

• **Key Community Resources**

Ethnically diverse community, strong resident and merchants associations, commitment to "doing business differently together", adjacent to Franklin Park, new partnership agreement with Public Facilities Department.

• **Community Traditions/Pride**

Celebration of cultural diversity; "Hands Around Egleston", an annual street fair (3 years).

• **New Projects/Development**

On-going rehab of Washington St. business district, including planned Egleston Center, a mixed office/retail complex, and storefronts and apartment building.

Community Indicators	Egleston Square	Boston
% Under 18	30.7 %	19.1 %
% 65 +	10.5 %	11.5 %
% Single Parent Families	62.5 %	43.7 %
% Long Term Residents (5+ years)	53.3 %	47.8 %
% Linguistically Isolated	13.0 %	8.8 %
% Adults with H.S. Degree	59.9 %	77.6 %
% Adults with College Degrees	17.9 %	33.0 %
Unemployment rate (1990)	13.5 %	8.3 %
Median Family Income	\$23,737	\$34,377
% Below Poverty	23.0 %	18.7 %
% Children Below Poverty	47.7 %	28.3 %
% Homeowners	17.9 %	30.9 %
* Infant Mortality Rate (per 1000 live births)	24.9	11.5
* % Lack of Prenatal Care	9.7 %	7.9 %

* Data comes from area larger than neighborhood

Source: Census 1990 - Birth Records 1988-1990



Egleston Square Healthy Boston Initiative Members

	Resident Org.	Economic Develop.	Ed. Trng.	Job Trng.	Hlth. Serv.	Housing	Human Advocacy	Youth	Envlr.	Cultur.	Relig.
Academy Homes II Tenants Association	x					x					
Beth Israel Hospital					x						
Boston Community Loan Fund		x									
Boston Urban Gardeners		x		x		x		x	x		
Brookside Community Health Center			x		x						
Casa Nueva Vida	x						x				
City Life						x	x	x			
Council of Elders					x						
Dimock Community Health Center			x	x			x		x		
Ecumenical Social Action Committee			x	x			x		x		
Egleston Square Neighborhood Association	x	x				x		x	x	x	
Egleston Square YMCA			x								
El Comite Hispano de Jamaica Plain	x						x				
Elizabeth Stone House	x	x				x	x	x		x	
Fleet Bank		x									
Jamaica Plain Community Schools			x				x		x		
Jewish Memorial						x					
MBHP						x					
National Congress for Puerto Rican Rights	x						x			x	
Oficina Hispana			x	x							
Rafael Hernandez School			x								
St. Mary's	x						x	x	x	x	x
St. Andrews United Methodist Church	x						x		x		x
Urban Edge	x					x					
Walnut House	x					x					
Westminster Court	x					x					
Women of Color					x		x		x		

EGLESTON SQUARE COALITION MEMBERSHIP AS OF JUNE, 1994

Member	Contact Person
Academy Home II Tenants Association	Mary Beasley
Beth Israel Hospital	Joan Greenfield*
Boston Community Loan Fund	Dick Jones*
Boston Urban Gardeners	Greg Murphy*
Brookside Community Health Center	Yvonne John*
Casa Nueva Vida	Manuel Duran*
City Life	Sally Swenson
Council of Elders	Helen Pankey
Dimock Community Health Center	Ediss Gandelman*
Ecumenical Social Action Committee	Jeff Seifert*
Egleston Square Neighborhood Association	Mirna Rodriguez*
Egleston Square YMCA	Eddie Ortega*
El Comite Hispano de Jamaica Plain	Jose Vincenty
Elizabeth Stone House	Laurie Holmes*
Fleet Bank	Winnie Crawford
Jamaica Plain Community Centers	Regina Daugherty*
Jewish Memorial Hospital	Sherry Alpert*
Metro Boston Housing Partnership	Silvia Urrutia*
National Congress of Puerto Rican Rights	Jaime Rodriguez
Oficina Hispana	Clementina Acevedo
Rafael Hernandez School	Ken Larson
St. Andrews United Methodist Church	Rev. Edwin Gonzalez*
St. Mary of the Angels Church	Katherine McGrath*
Urban Edge Housing Corporation	Mossik Hacobian*
Walnut House	Francis Tatch
Westminster Court Tenants Association	Diane Stafford
Women of Color Coalition for Health	Hope White

*core members

EGLESTON SQUARE COALITION CONTACT LIST

NAME/ADDRESS	PHONE	FAX
Tracy Campbell Academy Homes II Tenants c/o ESNA 3134 Washington Street Roxbury MA 02119	442-5528	
Joan Greenfield Beth Israel Hospital 330 Brookline Ave. Boston MA 02215	735-4524	735-5910
Mira Brown Bikes Not Bombs 55 Amory St. #103A Roxbury, MA 02119	442-0004	
Dick Jones Boston Community Loan Fund 30 Germania Street Jamaica Plain MA 02130	522-6768	522-7786
Shelley Neal J.P. Neighborhood House 276 Amory St. Jamaica Plain MA 02130	524-3630	524-1690
Greg Murphy Boston Urban Gardners 46 Chestnut Ave Jamaica Plain MA 02130	522-1259	524-2047
Yvonne John Brookside Community Health Center 3297 Washington Street Jamaica Plain MA 02130	522-4700	983-0434
Manuel Duran Casa Nueva Vida P.O. Box 2115 Jamaica Plain MA 02130	524-6332	524-5889
Sally Swenson City Life/Vida Urbana 335 Lamartine Street Jamaica Plain MA 02130	524-3541	524-9763

EGLESTON SQUARE COALITION CONTACT LIST

Marsha Netter Council of Elders 2055 Columbus Ave. Roxbury MA 02119	442-4001	
Ediss Gandleman Dimock Community Health Center 55 Dimock Street Roxbury, MA 02119	442-9827	445-0091
Jeff Seifert Ecumenical Social Action Committee 3134 Washington Street Roxbury MA 02119	524-2555	524-2315
Carol Senter Egleston Square Neighborhood Association 3134 Washington Street Roxbury MA 02119	524-5052	524-2315
Eddie Ortega Egleston Square YMCA 3134 Washington Street Roxbury MA 02119	522-0946	
Jose Vincenty El Comite Hispano de Jamaica Plain 93 Forest Hills Street Jamaica Plain, MA 02130	522-3557	
Laurie Holmes Elizabeth Stone House 8 Notre Dame Street Roxbury, MA 02119	442-4776	427-6252
Winnie Crawford Fleet Bank 3134 Washington St. Boston, MA 02119	522-2718	522-7635
Nancy Wall Clarke JP Community Centers P.O. Box 1750 Jamaica Plain, MA 02130	635-5195	635-5273
Sherry Alpert Jewish Memorial Hospital 59 Townsend Street Roxbury, MA 02119	442-8760 x324	442-6544

EGLESTON SQUARE COALITION CONTACT LIST

Mary Ellen Faustini Jewish Memorial Hospital 59 Townsend Street Roxbury, MA 02119	442-8760 x208	
Silvia Urrutia Metropolitan Boston Housing Partnership 569 Columbus Ave. Boston, MA 02118	859-0400 x414	437-9311
Jaime Rodriguez National Congress for Puerto Rican Rights P.O. Box 3272 Jamaica Plain MA 02130	524-2177	287-5850
Clementina Acebedo Oficina Hispana 125 A Amory St. Roxbury, MA 02119	929-1400	929-1414
Ken Larson Rafael Hernandez School 61 School Street Roxbury, MA 02119	635-8187	635-8190
Rev. Gonzalez St. Andrews United Methodist Church 171 Amory Street Roxbury MA 02119	522-1535	
Katherine McGrath St. Mary of the Angels Church 377 Walnut Ave. Roxbury, MA 02119	445-1524	
Mossik Hacobian Urban Edge Housing Corp. 2010 Columbus Ave Roxbury, MA 02119	522-5515	522-5584
Leroy Stoddard Urban Edge Housing Corp. 2010 Columbus Ave Roxbury, MA 02119	524-3909	524-3709
Judith Pralour BHA Manager 125 Amory St. Roxbury, MA 02119	445-4550	524-4212
Diane Stafford Westminster Court Tenants Assoc. 36H Westminster Court Roxbury, MA 02119	427-2633	

EGLESTON SQUARE COALITION CONTACT LIST

Beatriz McConnie Zapater	524-2555	524-2315
Youth Opportunities Unlimited Project		
3134 Washington St.		
Roxbury, MA 02119		

Rafael Maldonado-Lopez	524-2555	524-2315
Youth Opportunities Unlimited Project		
3134 Washington Street		
Roxbury, MA		
02119		

Lorraine Hector-Watkins	442-8800X243	
Dimock Community Health Center		
55 Dimock St.		
Roxbury, MA 02119		

Ramona Hamblin	735-5462	735-5013
The Family Van/Beth Israel Hospital		
330 Brookline Ave		
Boston, MA 02215		

Dr. Estelle Clansing	442-7579	
Grace and Hope Mission Church		
1900 Columbus Ave.		
Roxbury, MA 02119		

B. Resumes of Key Personnel

- *Beatriz McConnie Zapater*

BEATRIZ McCONNIE ZAPATER

60 Union Avenue
Jamaica Plain, MA 02130
(617) 524-9280

EDUCATION

Boston University, Boston, MA
Ed. M. in Bilingual Education and TESL, 1980.
B.A. Cum Laude in Fine Arts and Liberal Arts, 1974.

Catholic University of Puerto Rico, Ponce, P.R.
Graduate courses in Education, Art, History, and Archaeology, summers 1972,'74,'78.

Abbot Academy, Andover, MA
High School Diploma, 1971.

PROFESSIONAL EXPERIENCE

**Y.O.U. (Youth Opportunities Unlimited) for Greater Egleston
E.S.A.C., Boston, MA**
DIRECTOR, 1/93-Present

YOU for Greater Egleston is a partnership between the residents and organizations in Greater Egleston, the City of Boston and Boston Public Schools.

Responsibilities include:

Planning, implementation and administration of all YOU for Greater Egleston programs, including:

- Creation and coordination of all aspects of The Greater Egleston Community High School, a new alternative high school serving neighborhood youth who are at risk of dropping out of Boston Public Schools;
- Handle all public relations for the school;
- Development, oversight and monitoring of case management process for students enrolled in the alternative high school
- Identification and development of external resources and collaborative arrangements with community groups and agencies in order to develop and implement complementary program services, including sports and recreational activities for area youth;
- Develop fundraising proposals and subsequent reports to public and private funders;
- Supervision of all program staff;
- Serve as the primary liaison to the YOU Program's Community Advisory Council, composed of over 20 partner agencies and community residents, in order to meet the identified needs of youth in the Greater Egleston area.

Resumé of Beatriz McConnie Zapater

Hispanic Office of Planning and Evaluation (HOPE), Inc., Boston, MA
DIRECTOR of HACER (HOPE's Action Center for Educational Resources,
1/89-1/93

Responsibilities included:

- Overall planning and management of agency's education center;
- Overall management of Talent Search, a career and postsecondary educational counseling TRIO Program, funded by the U.S. Department of Education;
- Development and oversight of HOPE for Youth, a Latino Peer Mentoring program
- Technical assistance, training, and advocacy on educational issues of concern to Latinos and other language minorities to school personnel in Massachusetts;
- Author and curriculum development for the Boston Children's Museum's Multicultural Curriculum Project;
- Grant-writing, fundraising, and development of all education projects and activities.

El Centro del Cardenal/Cardinal Cushing Center, Boston, MA
ASSISTANT DIRECTOR 10/88-12/88
DIRECTOR OF EDUCATION 1985-88
DIRECTOR OF PROYECTO PA'LANTE 1979-85
CURRICULUM CONSULTANT & GED TEST ADMINISTRATOR 1978-79
TEACHER AND COORDINATOR, WIN ADULT ESL PROGRAM 1975-1977

Responsibilities included:

- Overall planning, fundraising, implementation, and management of all youth and adult education programs in the agency, including an alternative school for out-of-school youth and pregnant and parenting teens, and an adult literacy and ESL program;
- Creation and implementation of arts and bilingual literacy projects;
- Development and implementation of curriculum for all programs;
- Supervision and coordination of all staff activities;
- Teaching and curriculum development.

Catholic University of Puerto Rico, Ponce, Puerto Rico
INSTRUCTOR OF ENGLISH AS A SECOND LANGUAGE (ESL), 1977-78

Responsibilities included:

- Evaluation and placement of freshmen, and of Beginning and Intermediate Level students;
- Curriculum development and teaching two levels of ESL.

AWARDS

Title VII Awardship for Graduate Program in Bilingual Education at Boston University, 1978.

Résumé of Beatriz McConnie Zapater

MAACE (Massachusetts Association for Adult and Continuing Education)
Community Educator of the Year Award, 1989.

CWEC (City Wide Educational Coalition) 20th Anniversary Award, November 1992.

PUBLICATIONS

ON FOCUS, a book about writings and photographs by adult learners, 1988. (Out of print)

Three Kings' Day, published through the Boston Children's Museum by Modern Curriculum Press, a division of Simon and Schuster, December 1991.

Fiesta!, published through the Boston Children's Museum by Modern Curriculum Press, a division of Simon and Schuster, December 1991.

Published articles in the Massachusetts Bar Association Newsletter, La Alternativa Newsletter, and the Higher Education Information Center's Ed Lib Newsletter on School Governance in Boston, Latino Access to Higher Education, The Status of Latino Students in Public Education.

AFFILIATIONS

Present

Board of Advisors, Fenway Middle College High School
Board of Corporators, Boston Children's Museum.
Latino Parents' Association Affiliate

Past

Board of Advisors, Department of Education's Boston/Chelsea Urban Team
Board of Advisors, Family, Friends and Community Program
Board of Advisors, Parents' Institute for Quality Urban Education
Board of Directors and Founding Member, Casa Myrna Vázquez, Inc.
Board of Directors, Association for Community Based Education
Board of Directors, El Centro del Cardenal
Consumer Advisory Panel, New England Telephone
Editorial Board, Schoolworks Newsletter, CityWide Educational Coalition
Greater Boston Civil Rights Coalition
Massachusetts Coalition for Bilingual Education
Massachusetts Youth Policy Council
Planning Board, Boston Commonwealth Futures

SPECIAL INTERESTS AND SKILLS

- Excellent communication skills in Spanish and English; intermediate proficiency in Italian; basic competency in Portuguese
- Photography, music (play guitar, drums and percussion)
- Creative writing
- Computer-literate in IBM and Macintosh

References available upon request.

*C. YOU for Greater Egleston
Community Advisory Board*

- *Guidelines*
- *Members*

YOU FOR GREATER EGLESTON
Community Advisory Board Guidelines

I. MISSION STATEMENT

The YOU for Greater Egleston Community Advisory Board (CAB) is organized to enhance and promote the partnership between the community and the YOU for Greater Egleston Project. We believe that an alternative high school project will be most successful when there are relationships that reflect effective community participation and involvement. When students, parents, community leaders, and project staff cooperate in making decisions about alternative education and ancillary services, then the community and the students benefit from a well-rounded, quality program.

II. ROLES AND RESPONSIBILITIES

The role of the Advisory Board is to advise the YOU Project and to create new linkages and enhance community/project partnerships. In relation to the YOU Project the Board will:

- Review and evaluate the goals, policies, programs, and procedures of the YOU Project.
- Serve as a liaison to their particular constituency and to the larger community and promote the YOU Project's activities.
- Review and provide written comments on YOU Project RFP's (Requests for Proposals) as requested.
- Encourage and support community participation in YOU Project sponsored activities.
- Advocate for issues relating to the YOU Project through communication with key local, state, and federal decision makers (i.e. legislators, other elected officials, agency administrators, etc.)
- Attend the monthly meetings and participate in sub-committees as requested.

III. MEMBERSHIP

Membership in the Advisory Board should represent the diversity in the Greater Egleston area population, particularly those neighborhoods specifically covered by the grant.

The Board will include:

- Two (2) parents or other family members of students currently enrolled in the YOU programs.
- Two (2) participants from the YOU programs.
- Representatives from the following groups/organizations:

Bikes Not Bombs
Boston Police Department
Boston Private Industry Council
Boston Public Schools
Bromley Heath Tenant Management Corporation
Brookside Community Health Center
Dimock Community Health Center
Ecumenical Social Action Committee
Economic Development Industrial Corporation
Egleston Square Neighborhood Association
Hyde Square Task Force
Jamaica Plain Community Centers
Urban Edge
YMCA

The Board may expand this list by consensus.

In order to have continuity, the same individual from a particular organization or agency will participate on the CAB, i.e., proxies may not be sent to Board meetings.

IV. COMMITTEE STRUCTURE

The Board will develop sub-committees to work on the following areas:

- Programs and Services
- Development and Public Relations
- Community Mobilization

The number of sub-committees and their specific areas of competence will be determined by the Board according to the needs of the Project and the capacity of the Board to address those needs. Participation in the sub-committees will be open to non-board members who desire to contribute their expertise, talent, and resources to the program. Sub-Committees will be chaired by CAB members. All Board members are requested to participate in a sub-committee.

V. MEETINGS AND PROCESS

Meetings: will be held on the fourth (4th) Thursday of each month, from 4-6 p.m., at ESAC.

Quorum: Eight members will be the minimum number of persons necessary to hold a board meeting and make decisions.

Sub-committees: will meet according to their own schedule as agreed upon by the members of each particular sub-committee.

Notification: Members will be notified of the meetings by mail.

Decisions: All Board decisions will be made by consensus.

The Program Director, as primary staff to the CAB, will work with the Chairperson to develop the agenda for the meetings. The Program's Community Liaison will assist the Director in all work related to the CAB.

THE UNIVERSITY OF CHICAGO
LIBRARY

100 EAST 57TH STREET
CHICAGO, ILL. 60637
TEL. 773-936-5000
FAX 773-936-5001
WWW.CHICAGO.EDU

Y.O.U. for Greater Egleston
Advisory Board Committee

Jeff Seifert,
Executive Director
Ecumenical Social Action
Committee (E.S.A.C.)
P.O. Box 4
Jamaica Plain, MA 02130
524-2555

Mirna Rodriguez
Egleston Square
Neighborhood Association
3134 Washington Street
Roxbury, MA 02119
524-5052

Shelley Lane
Executive Director
Greater Boston YMCA
285 Martin Luther King Blvd.
Roxbury, MA 02119
427-5300

William Allan, President
Hyde Square Task Force
117 Sheridan Street
Jamaica Plain, MA 02130
524-0669 (h)

Jamaica Plain Community Centers
& English High School
144 McBride St., 1st Floor
P.O. Box 1750
Jamaica Plain, MA 02130
635-5195

Leroy Stoddard
Urban Edge, Inc.
2010 Columbus Avenue
Roxbury, MA 02119
524-3909

Eddie Ortega
Egleston Square YMCA
3134 Washington Street
Jamaica Plain, MA 02130
522-0946

Steve Johnson, Officer
Boston Police Dept., Area E
1708 Centre Street
West Roxbury, MA 02132
343-4560

Liz Solar
Boston Private Industry Council
2 Oliver Street
Boston, MA 02109
423-3755

Jack Clark
EDIC
43 Hawkins Street
Boston, MA 02114
635-4700 x211

Elliot Feldman
Director of Alternative
Education Programs
55 New Dudley Street
Roxbury, MA 02119
635-8875

Joan Pernice
Dimock Community Health Center
55 Dimock Street
Roxbury, MA 02119
442-8800 x271

Steve Keel
Brookside Family Life Center
3297 Washington Street
Jamaica Plain, MA 02130
522-4700

Mira Brown
Bikes Not Bombs
53 Lawn Street
Roxbury, MA 02120
(h) 277-2017
(w) 442-0004

David Worrell
Bromley-Heath Tenant Management
Corporation
42 Horan Way
Jamaica Plain, MA 02130
445-8515

Christine McGriff
Parent - Y.O.U.
for Greater Egleston
55 Rockvale Circle
Jamaica Plain, MA 02130
522-7607

D. Coalition of Essential Schools'
Common Principles

THE COMMON PRINCIPLES

1. The school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.

2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by "subjects" as conventionally defined. The aphorism "Less Is More" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.

3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents.

4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

5. The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.

6. Students entering secondary school studies are those who can show competence in language

and elementary mathematics. Students of traditional high school age but not yet at appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly to meet these standards. The diploma should be awarded upon a successful final demonstration of mastery for graduation — an "Exhibition." This Exhibition by the student of his or her grasp of the central skills and knowledge of the school's program may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.

7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized, and parents should be treated as essential collaborators.

8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of eighty or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.

E. Program-Based Staff Development Matrix

Program-Based Staff Development: Some Possibilities

Group I: Classroom-Based Activities

Activity	What Is It?/Why Do It?	What's Needed?
Peer Coaching	Two (or more) teachers pair up to help each other, usually by observing each other's classes and providing non-judgmental feedback	a) Two (or more) teachers with equivalent experience who basically get along and trust each other b) Classes at different times and teachers with the time to visit each other OR, if classes are at the same time, someone to substitute teach in classes (program coordinator, volunteer teacher, paid substitute, etc.) or some other way to free up teachers to visit each other c) Time for each pair to meet and talk
Peer Observation	Two (or more) teachers pair up to observe each other's classes without necessarily doing any follow-up	a) and b) from Peer Coaching
Mentor Coaching	A more-experienced teacher acts as mentor or coach for a less-experienced teacher, usually by observing classes and providing feedback	a) A more-experienced teacher and a less-experienced teacher who basically get along and trust each other b) and c) from Peer Coaching
Class Observation	A less-experienced teacher visits the classes of a more-experienced teacher without necessarily doing any follow-up	a) from Mentor Coaching b) from Peer Coaching
Guest Teaching	One teacher visits another teacher's class to "guest teach," usually in order to demonstrate a particular approach or technique or activity or to deal with a specific content area	a) One teacher with a particular sort of experience and another without that sort of experience b) from Peer Coaching
Audio/Video Taping	Classes are taped so that teachers can observe themselves and (with permission) each other	a) Audio or video equipment and staff or others with the ability to run it b) Permission of the students to tape c) Time for teachers to review tapes

Classroom-Based Activities, continued

Teacher Research	A teacher chooses some aspect of her teaching that she wants to "research," to look into and think about over time; often involves keeping a journal	<ul style="list-style-type: none"> a) Selection of some area for research b) Time to record and reflect
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Group II: Non-Classroom-Based Activities

Activity	What Is It?/Why Do It?	What's Needed?
Study Groups	Staff meet one or more times to explore, read about, and discuss something together--a specific article, chapter from a book, video or film, curriculum, etc. or a broader issue, topic, or problem	<ul style="list-style-type: none"> a) Two or more teachers with a common interest b) Commitment to the group c) Time to meet and to prepare for meetings d) Copies of material to read or view
Teacher Sharing Groups	Staff meet to discuss problems, to provide help and support, and to share good ideas and things that have worked	<ul style="list-style-type: none"> a) Two or more teachers with a common interest in sharing and in supporting one another b) Time to meet
Report-Backs	Staff who attend workshops, conferences, or other staff development events outside the program share information and ideas from those events with other staff	<ul style="list-style-type: none"> a) Staff who attend staff development events outside the program b) Time for staff to meet
On-site Workshops	Staff development workshops are presented on-site for program staff	<ul style="list-style-type: none"> a) Workshop presenters, either from outside or from within the program or agency b) Time for staff to attend c) Funds to pay presenters, if necessary
Presentations	Staff meet to hear or watch a speaker or film or video, etc. on a topic of common interest, such as the history of the community or population being served	<ul style="list-style-type: none"> a) Speaker or film or video, etc. b) Time for staff to attend c) Funds to pay speaker or rent videos, etc., if necessary

Non-Classroom-Based Activities, continued

Program Exchange	Staff at two or more programs visit each other's programs to compare and discuss policies, curricula, etc. (This could also involve visiting classes)	a) One or more staff from each program who are able to visit the other program OR the ability to arrange a joint meeting for all staff at both programs b) Time for staff to meet
Group Projects	Staff work together on a project, such as developing a new curriculum, new materials, or a new program component	a) Something at a program that needs to be produced or developed by a group of staff b) Time to meet and to work on the project
Dissemination Projects	Staff write an article or prepare a workshop that shares their ideas and experiences with others in the field	a) Interest on the part of one or more staff in writing an article or preparing a workshop b) Time for staff to work on the project
Student Meetings	Staff meet with students to discuss the program, get feedback from them, hear problems and suggestions, etc.	a) Commitment on the part of staff to involve students in the running of the program, to listen to what is said and to act on it in an honest way b) Program climate that encourages students to participate in this way c) Interest on the part of students in participating d) Time that staff and students can all meet
Independent Study	Individual staff study topics of interest on their own	a) Individual agenda of goals or interests, whether narrow or broad b) Individual self-discipline to carry out the agenda c) Access to appropriate resources for study

F. Young Planners Program



HOPE Young Planners Program

1993 Summer Pilot Program

For the past 6 weeks, 12 Latino and African American students from the Greater Egleston Community High School have participated in the HOPE Young Planners Summer Pilot Program, a joint collaboration between the Hispanic Office of Planning and Evaluation (HOPE), Egleston Square Neighborhood Association (ESNA), and Y.O.U. for Greater Egleston. Their introduction to community planning has incorporated classroom discussion, workshops by neighborhood planners, on-site neighborhood inventories and assessments, and extensive computer-related activities in word processing and data base applications culminating in the design and implementation of a number of surveys focusing on the Egleston Square neighborhood.

Three separate surveys were carried out by the Young Planners: 1) a survey of the business owners in the Egleston Square area regarding youth as a current and potential customer base; 2) a survey of young people in the neighborhood soliciting information concerning employment, purchasing habits, health care, and access to area recreational facilities; and 3) a housing survey including the assessed value of buildings, zoning type, and total units of private housing within the Egleston Square corridor in which ESNA has been most active.

This report presents a reasonably accurate picture of conditions facing young people in Egleston Square today. In addition to documenting these conditions, the Young Planners have proposed solutions to the problems affecting their neighborhood. It is hoped that these proposals will serve as a challenge to both the neighborhood and to elected officials throughout the city.

Over the past years, much has been done to turn things around in Egleston Square. Much remains to be done. The energy, vision, and spirit embodied by young people such as these is truly the key to our future.

The 1993 HOPE Young Planners Summer Pilot Program is a collaboration between:

YOU
for Greater Egleston

The Hispanic Office of Planning
and Evaluation, Inc. (HOPE)

Egleston Square
Neighborhood Association (ESNA)



In the Words of the Young Planners

Danny - "I would also like to say that although this is only a little step in a big process of change it is a big step for me. It made me feel like this really is my neighborhood and it does not have to be in the shape that it's in... Hopefully in five, ten, whatever year, this neighborhood will be the way that I pictured it. With kids running around playing, teens working in the stores in our neighborhood and last but certainly not least peace in the atmosphere."

Ricardo - "To me, everything that's going on is important, no matter if it's a little kid, a man, a old lady, no matter if it's a white or a black person it's still important."

David - "This is not my neighborhood but in the short time that I have been in it I have learned to appreciate it and to develop some type of caring for it. I think this is a good neighborhood with a lot of things to be fixed unfortunately. But its people are good and hopefully cooperative and I hope that by all of them getting together we will accomplish everything good for this community."

Cheanisa - "Now the things I don't like about my neighborhood is that the youth are not being heard. It is now our turn to speak. There are not enough youth employed in the community and we don't get a chance to find the clothes and sneakers or shoes in this community. And my opinion is we do most of the buying in the community."

Maritza - "So many people talk about changes, making a difference, helping those in need, and the rest of that 'good will' speech but they really never seem to do much in the community view. At this job we have tried to achieve our own goals for the community. I feel our ideas, plans, thoughts, and comments should be taken in."

*G. Universal Formula (Peer
Leadership Program) Newsletter*

Fall/ Winter
1994
Volume #1

The Facts of Life... Universal Formula In Your Face!!!

Inside:

Education	Pg.2
Poetry	Pg.2
Racism	Pg.3
Ask Latin Females	Pg.4-5
Violence	Pg.6-7
AIDS	Pg.8



*"We are the children of the world today
and wish to be United with many others to share
the Knowledge we've learned and know of..."*

*Love Always,
Betzaida Cosme
A.K.A. Lisi*

What is Universal Formula?

Hi. My name is Betzaida Cosme and I'm 17 years old. I was born and raised here in Boston. I really enjoyed working with Universal Formula group. But in two months I'll be having my baby so I'm going to be missing out on the things my peers and I like to do for example visiting other sites, working on news articles, recreation days and group discussions. So I'm writing to tell you what UNIVERSAL FORMULA is. Because I know there are many of you out there wondering "What does this stand for?"

So therefore UNIVERSAL FORMULA was created by a group of teens from the Y.O.U. High school in Egleston and we're located at 3134 Washington Street.

•UNIVERSAL stands for UNITY, POWER, and TOGETHERNESS.

•FORMULA stands for all of us as members of a group of many different cultures coming together as one.

A youth leadership development project Sponsored by The Hispanic Office of Planning and Evaluation, Inc.,
Sol De Jovenes and the youth Opportunities Unlimited for Greater Egleston



Education:

I think an education is very important, to everyone. If you are a youth in America you should look at education very seriously. You might not choose to go to colleges. As long as you have your high school diploma or a G.E.D. You will have some kind of knowledge.

My reasons for this opinion is without an education you won't get too far. You will have a hard time trying to get a job or even move on in life. You could end up a low life or a person on the streets. With nothing to offer anyone not even yourself. Which is the person you're supposed to look out for first, before anyone else. No one will look out for you or provide the things you want for yourself besides you. You are the important one because you make the decisions in your life.

I see it like this. If you take advantage of the free education today you will be alright. Before you know it, the government will see not too many people are getting what they should. They will begin to make one pay for his or her education.

So what I want to say to all youths, get out there, do what you have to do. "God grant you the serenity to accept the things you cannot change, the courage to change the things you can and the wisdom to know the difference." So you have the wisdom to know the difference from right and wrong. Do the right thing.

Before I bring this article to an ending I would like to share a old saying "Winners do what they have to do, losers do what they want to do!" So to all the youths of this community do what you have to do, get a good education and make someone of yourself. After all we all are somebody. Look and Listen you will learn!!! I promise.

Cheanisa Few

Don't Try...

To hurt me if you can. I already know and understand, don't make seem like a game when you know its not the same. Satisfaction is all you want but love is something you can't, so just go on and explore 'cause I won't be waiting by the door. You will always carry guilt inside no matter if you're trying to hide. So don't make yourself look too good! 'Cause deep inside I know you could, so just run off with anybody and everybody, you'll just pass on, 'cause from my heart you are gone, so I'll guess live on.

Sahilis Pachano "Tinee"

RACISM: WHAT'S IT ALL ABOUT ?

Racism, what is it really all about? What point does it prove? Who benefits from this social disease? No one, all it causes and has caused through the centuries is violence, death and a false sense of superiority.

*RACISM: is the "notion" that one race is better than another.

If you break the word racism down it is race -ism...

*race- meaning a contest (to see who's better), and also a category all human beings are put in, or divided amongst based on color of skin, hair and physical features.

*ism- has several little meanings such as;

1. Doctrine, theory or belief.
2. The act or result of
3. The condition, conduct or qualities.

Notice the word "notion" in the above paragraph. It is quoted because the word itself means "a general idea, belief and a plan or intention."

Whose intention was it to make us believe that one race (ethnic group) is better than another? Please.

It is a proven fact that when people feel inferior to others they tend to brag and boast about how great they are and what they got...when in reality they don't have it. "Did the Caucasian who claimed all non-whites are the minority feel inferior to us? 'I think so.'" He made this his belief, as well as the belief of others; not to mention the lie and insult of many people. Why? Because the word minority means less than, and no one is less than another. Due to all this falsehood and stereotypes, we as a people have fed into this negativity and close-mindedness.

First of all, we're human beings. Second, we're all brothers and sisters, we're in this together. Take a look and realize what's going on around you. Whenever something goes down in the hood it affects all of us. Either some one got shot/stabbed, they are dead, or just not going to school. Where is this taking us as a people?... NOWHERE! For the simple fact that if WE DON'T WAKE UP, UNITE and FIGHT, we are still going to be labeled/ judged as stupid, thief, drug dealer, minority etc...That's why we need to unite. As a peoples we got mad flava (flavor), experience, culture and knowledge to be kept shut-down. Think about it, *as a people we're unpredictable, but as a unit we're unstoppable...*

Personally, it upsets me for someone to judge or classify me and my intelligence with their ignorance and close-mindedness. But it does not offend me-Why? Because I know who I am, where I've been, and most definitely where I'm going.@PEACE

Written By: Michelle Rouge



Ask Maria, Lisette, and Michelle !!!

Dear Latin Females,

We are a group of Hispanic females that are here to help young/teenagers with everyday life problems. Is it hard for you to talk to your parents about peer pressure, substance abuse, or sexuality? Do you feel that someone your age can help you with your problems? Then we're the ones you should write to for good advice.

Written by: Maria Matos, Lisette Pomales, and Michelle Rouge

Dear Maria,

My best friend goes out with my cousin. She loves him very much, but now that she is pregnant they are no longer together. He found someone else to love. She cries every day because he treats her so bad, she even calls me every day to ask me if he called me and asked about her and the pregnancy, which the answer is NO! What can I do to make her understand that she should let go of him, to tell you the truth he is not worth dying for. She has talked about suicide but I've told her time after time he's not worth it, but she doesn't understand that the more she shows him that she loves him, he takes advantage of her.

What can I do to change her mind

about my cousin? I want her to forget about him and go on with her life as a teenage pregnant girl. It's killing me seeing her in pain, because of unwanted love. Thank you. Needs to face the fact!!
He doesn't love her!

Sincerely,
Unwanted Love

(Continued on next page...)

Dear "Unwanted Love",

Personally girl you need to tell your best friend to leave him alone and go on with her life. Forget about him because now you have someone else to love and look after your baby. I know its hard forgetting about someone you love but think -"does he love you?" As I see it, NO. You need some one who'll be there for you and your baby. A responsible man. Your baby's father isn't a father, he couldn't even face the fact that he was going to become one; he got up and left. "Why look for more frustration and self-depression ?-Move on and be happy girl, the next one is coming along." Just be happy you have a love for life-your baby. Take care and keep positive.

Latin Female,
Maria.

Dear Latin Females,

I need advice about a couple of boys that were my friends, but we don't talk to each other any more because of a rumor. I go to school with one of the boys but sometimes I feel so bad that our relationship ended up like it did, but I miss these guys so much because they were good friends. The rumor that was spread was that me and my girl/ friends talked bad about them, which we didn't. They didn't believe us and started calling us bad names. This is why sometimes girls don't even bother to be friends with boys, because they always disrespect us and they don't understand that we have feelings too. My question is should I call and try to become friends again or leave it the way it is, silent?

Need good advise please!
Hurting inside.

Mail your letters
to:
Latin Females/
Universal
Formula
P.O. Box 4
Jamaica Plain
MA, 02130

Dear "Hurting Inside",

First of all my friend, "true friends shouldn't break apart" because of rumors/lies. The best advice that I can give you is to confront the situation, don't let it pass by. The easiest way to resolve this is to get all of you together (boys & girls) and the person(s) who spread the rumor, ask questions, find out the truth and resolve your problem. Don't let your friendship slip through your fingers over foolishness. "Life is too short and difficult to go it alone". I hope it works out and you all become friends again- Good Luck!

Latin Female,
MICHY.

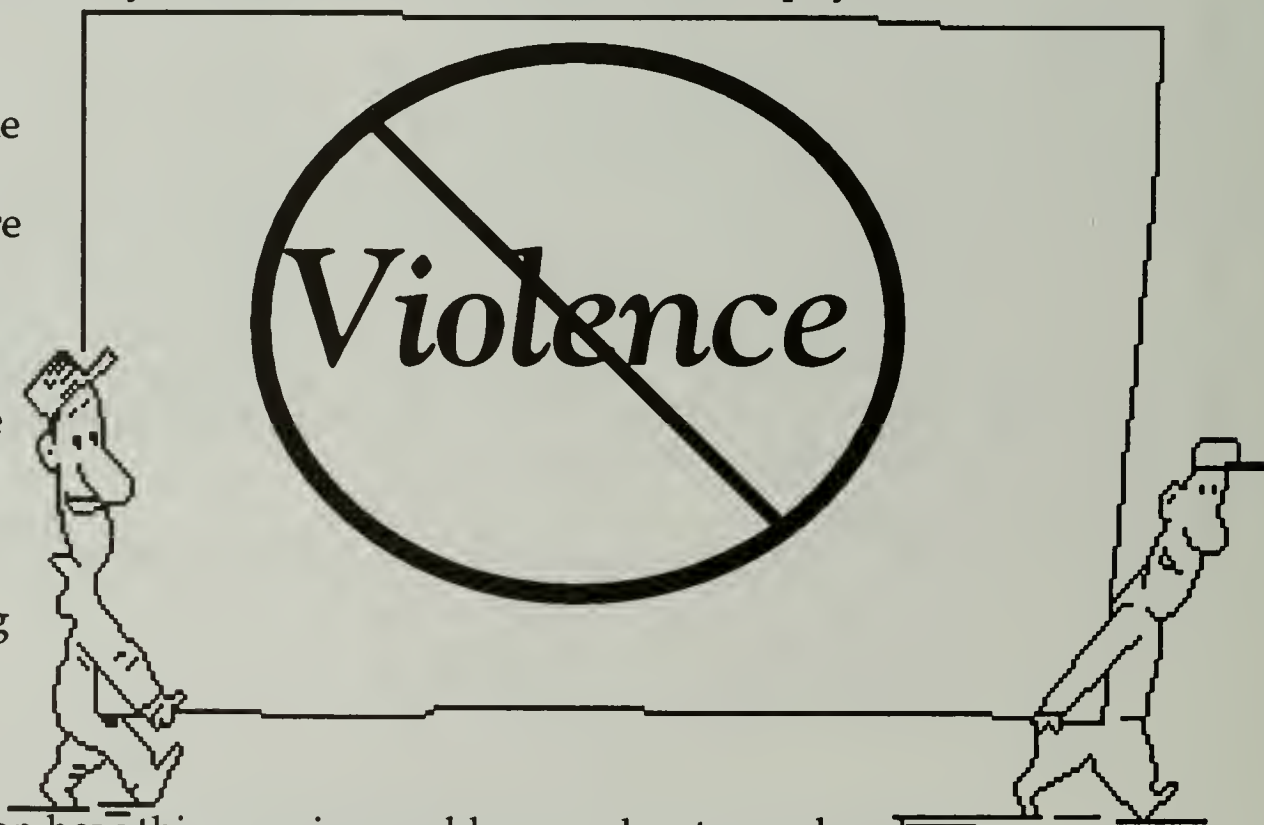
Violence Violence Violence Violence

Domestic violence is a rapidly growing problem in today's society. Violence such as this is most commonly instilled in you at a young age. You might have grown up watching your father beat up on your mother and thought that it was OK. Because that was all you knew, or you might have had a rough childhood and thought that by taking it out on your girl or your wife that it was OK.

Well, I am writing this article to tell you that domestic violence not only hurts the person that you are abusing, it also hurts you. Violence of any kind can be hurtful to any relationship, but to all you guys and girls out there, if you love your partner or have deep feelings for that person show that you love them. Don't make them feel that they are worthless and that they deserve your abuse, whether it be verbal or physical.

To all you young ladies out there, a guy doesn't really love you if he hits you. If this is a problem that any of you are having, you should tell him or her to seek counseling to better your relationship. If they refuse that means that they don't want to help themselves, which means that they probably can't do anything for you. That is a relationship that you should stay away from.

Well this is just my views on how this growing problem can be stopped and better understood.



VIKI RYAN

Well I'm here to talk about violence. To me violence is everywhere no matter where you go violence is out there. People think by you moving somewhere far that you would be doing the right thing. Like for instance when a child does something bad like get into trouble his or her mother is ready to send the child away. But by you sending your child away is not the answer. To me violence will never stop. Violence is a part of life. It's something you have to deal with. It's a day to day process that will never stop, unless people like you and me get together to stop the violence.

Cynthia Johnson

Violence Violence Violence Violence

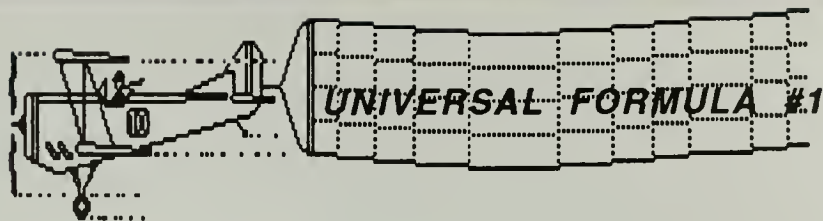
Everyday in the streets and in your neighborhood. The violence is a big thing. And our young adults are killing each other. We need to ask ourselves what to do about the violence in our society? I think we should make a future for ourselves. I also think that we should do something about the violence in our society. My name is Lenny Hernandez. I work with Universal Formula.

Lenny Hernandez

Violence in Parties

What is a party? It is a get together of friends that come to a house or a hall to have fun and dance with each other. Now here is where the problem starts. When somebody that you know brings somebody you or another person might not like, at first you tend to ignore them. But once the alcohol kicks in, that's when people's feelings start to come out! Then the dirty looks start, then the words, then fists start flying, then the loser pull out the weapon, and that's where the party ends and tragedy begins. I'm a D.J. And what I hate but can't control is a party or gig that can't end the way it started. People got to look at it thorough the D.J.'s point of view. I mean I can rock a party and show off, but if I'm only going to get people to dance for only one hour or two it makes no sense for me to even bring equipment to the place, if some knuckleheads are going to ruin it for everybody else and me. I guess what I'm trying to say is, be very selective on who you invite to a party and who you bring to the party with you.

Steven Peguero
(D.J.- Epic)



Racism

"Why are there racist people?"

Some people think that being racist is alright but what they don't know is that by being like that they are just hurting themselves. Almost everybody in the U.S... is racist. I can't believe that some people are really like this, only because we are Black or Hispanics they discriminate us in this country and I say, "why do other people from different backgrounds always have a say in everything we do?" I think that being racist is something stupid, it's something that makes no sense because God made us all the same, different color but the same feelings.

Gladialissa Grullón

The Bus Ride

I was on the bus today December 16, 1993 and I was talking with the bus driver. He had asked me some questions about where I was going and I told him I was going to work. I told him that I work with the peer leadership program in which you learn and teach others about the AIDS VIRUS etc. Then he switched to a different topic and said, what other ways can you get the HIV VIRUS? Then I answered him with as much knowledge as I could. The one thing that I did tell him was if you have sex please use condoms which will protect you from this virus. A condom which has NONOXYNOL-9. He did not know what this -9 stuff was until I told him. You know what? I was surprised that this man asked me about this. He was in his late 30's. But you know what? I'm glad that he asked me because now I know in my heart and mind that hopefully I just saved this man's life!



By: Colleen Tucker
(UNF) Universal Formula

UNIVERSAL FORMULA 1994 members:

Lisette Pomales, Steven Peguero, Sahilis Pachano, Cheanisa Few, Lenny Hernandez, Betzaida Cosme, Michelle Rouge, Colleen Tucker, Viki Ryan, Maria Matos, Gladialissa Grullon, Cynthia Johnson.

Project Coordinator:

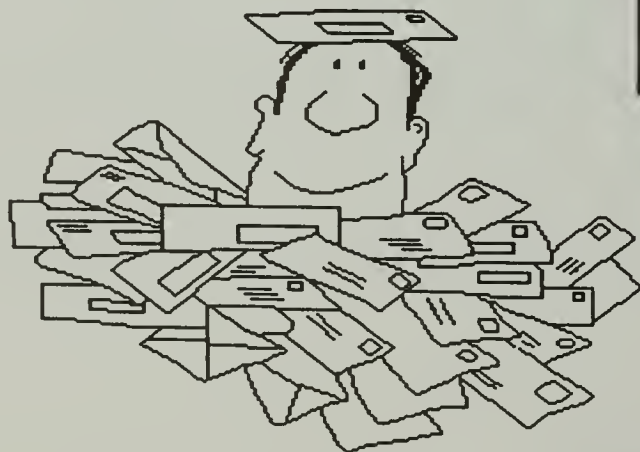
Marcelo Juica

Senior Peer Educators:

Sunilda Vasquez, Jade Ariza, Antonio Araujo, Yahaira Bautista

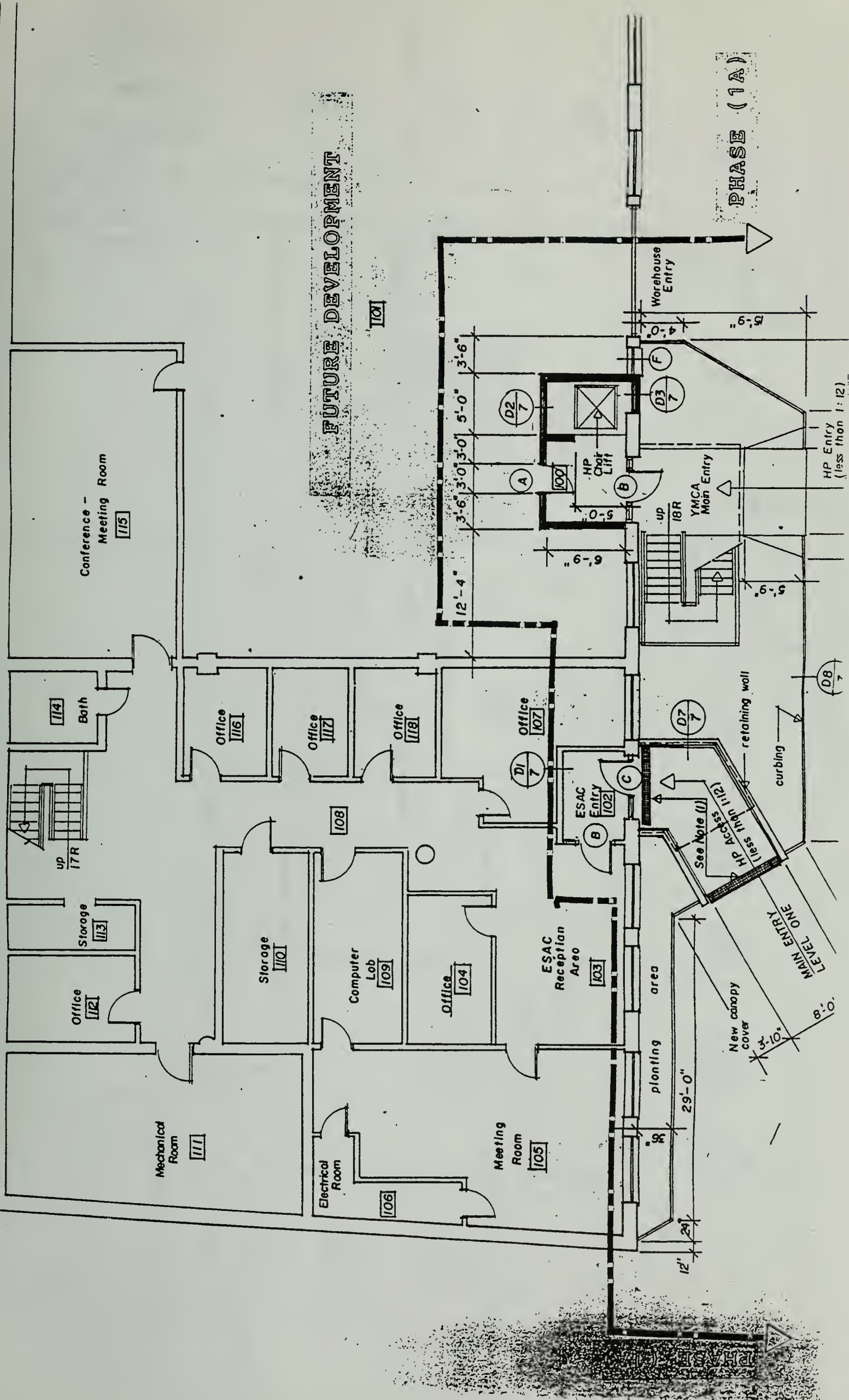
Newsletter Coordinator:

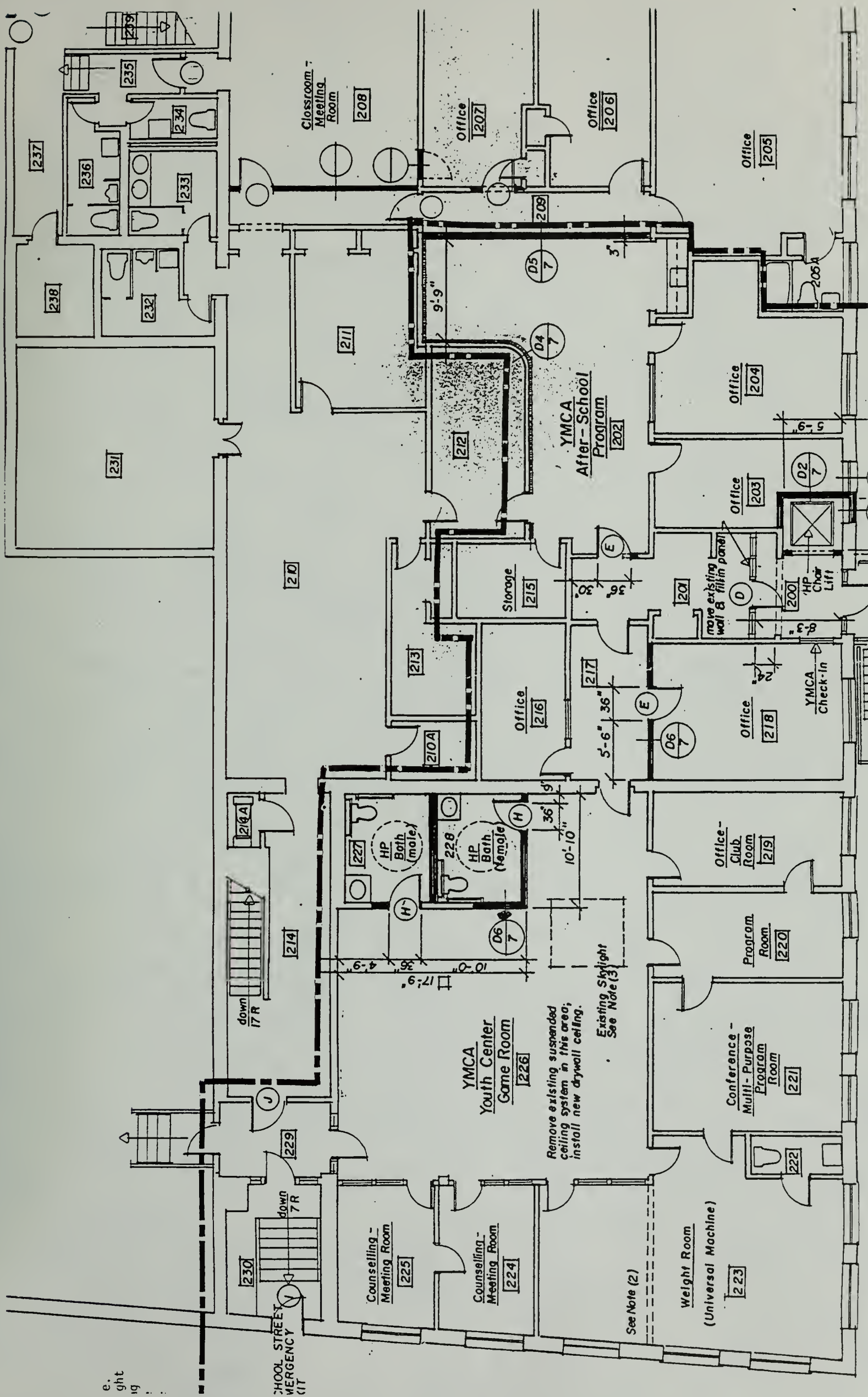
Arthur Gomez



*Would you like to know more about
Universal Formula? If so write to us at:*
Universal Formula
c/o YOU Project
P.O. Box 4
Jamaica Plain MA, 02130

H. Floor Plan





I. Letters of Support

November 9, 1994

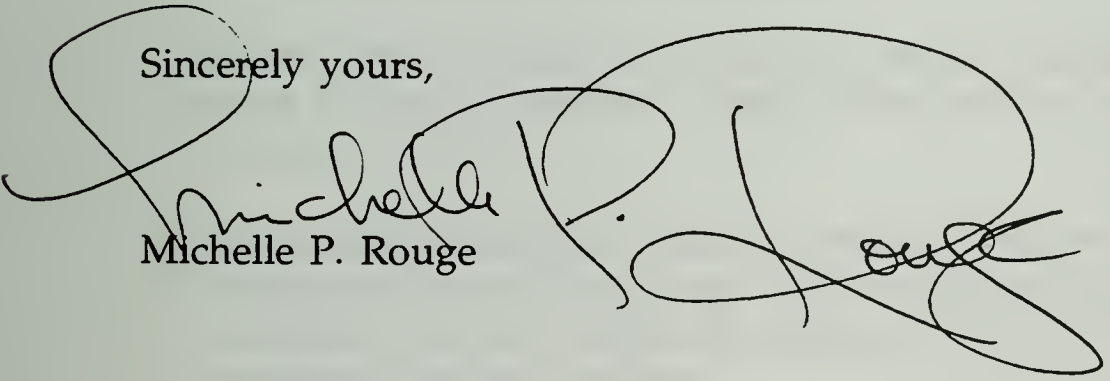
Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

I am a 1994 graduate of the Greater Egleston Community High School as well as a resident of the Greater Egleston area. Without the support, positivity and true sense of comm-"unity" between staff and students I probably would have just slipped through the Boston Public School system and its out-dated curriculum. This school has given me and my community opportunities to come together and grow to improve ourselves, our lives, the community and its future. I thank Egleston H.S. and ESAC for believing in all of their students and helping us, help ourselves. To prove this statement I am in my first year of college at Lesley and it wouldn't have been done without the help of the school. This is more than just an "alternative high school" it is or should be considered a "role model" for all high schools -especially in the Boston area.

Ms. Robertson, please accept and nurture this school as a stepping stone for others and a mile stone for this community and all communities as well as high schools. May others be granted the same opportunity as myself. Thank you for your time and consideration.

Sincerely yours,


Michelle P. Rouge

November 14, 1994

Ms. Piedad Robertson
Executive Office of Education
One Ashburton Place
Boston, MA 02108

Dear Ms. Robertson:

I came to the Greater Egleston Community High School as a referral from John D. O'Bryant, school of math and science where because of certain problems I wasn't doing very well.

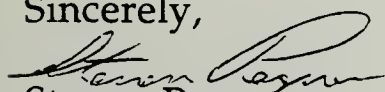
After I came to this new school things really started to change for me. The teachers and staff are always helping me with my school work and other problems. They really care about me learning and being able to graduate with my diploma. I am even already starting to prepare for college by studying for my SAT test, and filling out applications.

I know of some students who have already graduated from this school and are in college. I also know that they made it to college because the staff at the school worked really hard to help them get there. Soon I'll be able to join them and maybe even come back to the school as a teacher.

Other friends of mine and students from my old high school, could really make it if they came here. I hope the school can be here for them like it has been for me.

I think that learning in a smaller setting is the best way of fully understanding and managing your work, the case managers and counselors are very helpful in getting you to think about your future and preparing you to go college

Sincerely,


Steven Peguero

November 14, 1994

Ms. Piedad Robertson
Executive Office of Education
One Ashburton Place
Boston, MA 02108

Dear Ms. Robertson:

My name is Shanta M. Simmons. I have been at the Greater Egleston Community High School for about two months.

Before I came to this school I was attending the twelfth grade at Dorchester High. Things weren't really going well for me there and I was having some problems with my school work. I heard about the Greater Egleston Community High School from L. Sekou Mims and decided I would give it a try.

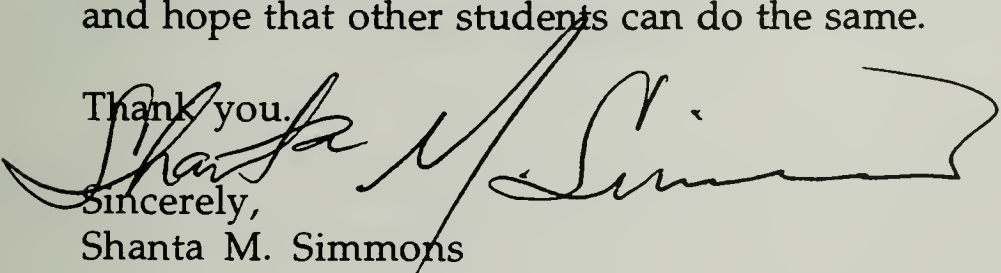
Since I have been here I have been able to make up about twelve points. Also, I have been able to participate in many different activities that the school provides, and have taken up Dance and Movement and Newspaper/Newsletter as elective classes. I also enjoy having our Science class at the Museum of Science and doing different experiments.

I am really glad I am at this school, and also glad that my counselors have helped with some of the problems I was having. Now I am really looking forward to college. I would like to be able to finish my diploma at this school and hope that other students can do the same.

Thank you.

Sincerely,

Shanta M. Simmons



November 9, 1994

Ms. Piedad Robertson
Executive Office of Education
One Ashburton Place
Boston, MA 02108

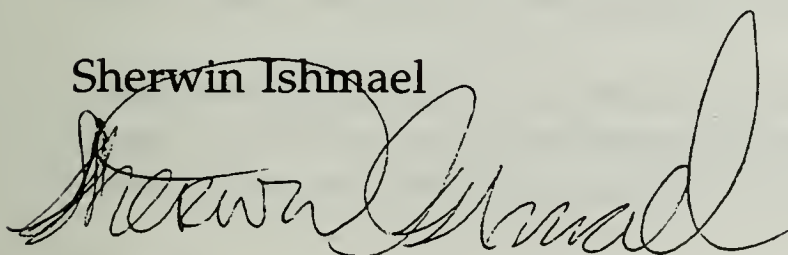
Dear Ms. Robertson:

I am a graduate of the Greater Egleston Community High School at ESAC. Thanks to the help of the teachers and the staff, I was able to finish my high school diploma, and am now in my first year of college at Roxbury Community College.

I hope that other students will have the opportunity I had to complete my studies and be able to enter into college. Therefore I hope that you will approve of the school's request.

Sincerely,

Sherwin Ishmael

A handwritten signature in cursive script, appearing to read "Sherwin Ishmael", written over the printed name.



COMMONWEALTH OF MASSACHUSETTS
MASSACHUSETTS SENATE
STATE HOUSE, BOSTON 02133-1053

SENATOR DIANNE WILKERSON

SECOND SUFFOLK DISTRICT

ROOM 506

OFFICE TEL.: (617) 722-1673

FAX: (617) 722-1007

November 10, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

I am pleased to support the Greater Egleston Community High School request to become a Charter School.

As the State Senator from the Second Suffolk District in which the school is located, I know how important the education, leadership, and community development offered by the Greater Egleston Community High School is for the continued revitalization of the community. Having met with community leaders and school staff, I have seen the commitment to make this school a vital instrument in developing our community resources and our youth.

From all that I have seen and heard, the Greater Egleston Community High School has developed a remarkable reputation as a program which helps direct disenfranchised young people towards making positive changes in their lives.

As someone who is deeply concerned about the future of urban neighborhoods, I recognize the difference that the Greater Egleston Community High School could make if it were officially and publicly supported as a Charter School.

Sincerely,

A handwritten signature in cursive script that reads "Dianne Wilkerson".

Dianne Wilkerson
Senator,
Second Suffolk District

COMMITTEES

HOUSING AND URBAN
DEVELOPMENT
(CHAIR)
BANKS AND BANKING
HUMAN SERVICES AND
ELDERLY AFFAIRS
PUBLIC SAFETY



The Commonwealth of Massachusetts

HOUSE OF REPRESENTATIVES
STATE HOUSE, BOSTON 02133-1053

JOHN E. McDONOUGH
12TH SUFFOLK DISTRICT
6 ROANOKE AVENUE
JAMAICA PLAIN, MA 02130

CHAIRMAN,
ELECTION LAWS
CHAIRMAN,
BOSTON DELEGATION
ROOM 26, STATE HOUSE
TEL. (617) 722-2080

November 8, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

I am writing in support of the proposal submitted by the Egleston Square Coalition, acting through the Ecumencial Social Action Community High School for funding as a Charter School.

The Greater Egleston Community High School (GECHS) empowers the entire community by providing educational, cultural and vocational opportunities for "high risk" youth. As a State Representative of the area served, I value and find these services necessary. GECHS encourage students to be responsible, caring, and honorable members of their respective communities and above all, stresses leadership and community development. These kind of services help to enhance the quality of life of our community youth who are often neglected and in danger due to violence and drug problems.

Thank you for your every consideration of their proposal.

Sincerely yours,

A handwritten signature in cursive script that reads "John E. McDonough".

John E. McDonough
State Representative



1954

1954

1954

1954



THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE FOR
ADMINISTRATION AND FINANCE
STATE HOUSE • BOSTON 02133

WILLIAM F. WELD
GOVERNOR

ARGEO PAUL CELLUCCI
LIEUTENANT-GOVERNOR

MARK E. ROBINSON
SECRETARY

November 7, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

Please accept this letter as my formal and full support of the proposal submitted by the Egleston Square Coalition, acting through the Ecumenical Social Action Committee, Inc. (ESAC) to the the Commonwealth of the Massachusetts Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

I have been affiliated with The Greater Egleston Community High School since 1992. I have also been a resident of the Egleston community for twenty years and a founder the Neighborhood Association. The school has been a positive addition to the area and has had a major impact in terms of neighborhood crime and has helped to decrease youth drop out rate. It has the most committed administrators and staff who are excellent at what they do, very community conscious, and are role models not only to the students enrolled in the school but to other youth in the neighborhood.

For Egleston Square, and other surrounding communities, the Greater Egleston Community High School represents a multi-tier success effort not only through its unique inception via a working partnership of residents, organizers, community agencies, and city offices, but more importantly by the way it has positively impacted the lives of its students and surrounding communities. Under its current structure the school has not only provided broad based education for those attending, but also, it has created educational, cultural and recreational opportunities for the community at large.

Over the past two years, the Greater Egleston Community High School model has effectively assisted "high risk" labeled youth in obtaining a Boston Public School diploma,

and most importantly, through interdisciplinary teaching has helped them rediscover the lifelong learner and contributing responsible citizen within themselves.

It is my hope that the Executive Office of Education, favorably reviews this proposal, fully understanding the positive implications of providing continuing support to The Greater Eggleston Community High School.

Sincerely,

Pablo Calderon
cm

Pablo Calderon
Executive Director

Economic Development and Industrial Corporation of Boston

Thomas M. Menino, Mayor
Clarence J. Jones, Chairman
Moriso Lago, Chief Executive Officer

November 15, 1994

Piedad Robertson
Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson:

The Economic Development and Industrial Corporation of Boston (EDIC) strongly supports the proposal for incorporating Greater Egleston High School as a Charter School.

EDIC has worked with the Egleston Square Coalition and the Ecumenical Social Action Committee (ESAC) for more than three years from the development of a proposal to the US Department of Labor for Youth Opportunities Unlimited (YOU) grant through the administration of the grant. EDIC is the grant recipient of the funds for USDOL and oversees the administration of the grant.

For Egleston Square, and other surrounding communities, the Greater Egleston Community High School represents a multi-tier success effort not only through its unique inception via a working partnership of residents, organizers, community agencies, and city offices, but more importantly by the way it has positively impacted the lives of its students and surrounding communities. Under its current structure the school has not only provided a broad based education for those attending, but also, it has created educational, cultural and recreational opportunities for the community at large.

Over the past two years, the Greater Egleston Community High School model has effectively assisted "high risk" labeled youth in obtaining a Boston Public High School Diploma, and most importantly, through interdisciplinary teaching has helped them rediscover the lifelong learner and contributing responsible citizen within themselves.

I have visited the school, met with staff, teachers and students. Other EDIC staff have had even closer involvement and familiarity with the work of Greater Egleston High. There is an obvious and contagious enthusiasm for learning at Greater Egleston High, and the presence of the school has translated into greater hope for the community.

13 Howkins Street
Boston, MA 02114-2907
Telephone (617) 635-3342
Fax (617) 635-4286

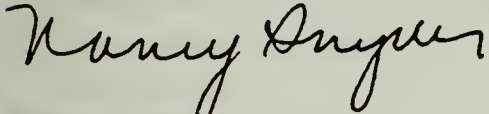
Equal Opportunity/
Affirmative Action Employer



Secretary Robertson
November 15, 1994
Page 2

It is EDIC's hope that the Executive Office of Education, favorably reviews this proposal, fully understanding the positive implication of providing continuing support to the Greater Egleston Community High School.

Sincerely,

A handwritten signature in cursive script, reading "Nancy Snyder".

Nancy Snyder
Deputy Director
for Jobs and Community Services



BOSTON HOUSING AUTHORITY
52 Chauncy Street
Boston, Massachusetts 02111-02375

617-451-1250

December 22, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place
Room 1401
Boston, MA 02108

Dear Secretary Robertson:

It is an honor to recommend and support the Egleston Square Coalition's application for a charter school designation for the Greater Egleston Community High School.

For the past five years I have worked very closely with community based organizations and civic leaders in the area in order to support their extraordinary effort to restore a strong community. This effort has culminated in a consistent effort to develop and sustain partnerships to strengthen the many assets which the community has to offer.

A welcome addition to the community building process was the establishment of the Greater Egleston Community High School to serve the growing demand for community controlled educational programs. Under its current structure, the high school has expanded access to educational, cultural and recreational opportunities for the community at large. In addition, the high school has come to symbolize the community's expression of the importance of education in the community empowerment.

I believe that the recognition by the Executive Office of Education of the Greater Egleston Community High School by awarding a charter school designation will contribute in a huge way to the sustainability of a strong multi-cultural community in the City of Boston. It is with much anticipation that I await the announcement that the Greater Egleston Community High School will be designated the next charter school.

If I can be of any service, please feel free to call.

Sincerely,

David J. Cortiella
Administrator

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...

The Boston Private Industry Council

Ferdinand Colloredo-Mansfeld
man

Neil Sullivan
Executive Director

November 14, 1994

Ms. Piedad Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson:

I am writing to you on behalf of the Greater Egleston Square Coalition's application and proposal to the Commonwealth of Massachusetts Executive Office of Education for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

I urge you to select Greater Egleston Community High School as a Charter School. I also urge you to work with the Legislature to make sure that Charter Schools are not funded at the expense of existing Boston public schools. At the local level, we hope to be able to support various innovative efforts to provide quality education within our community without seeing these efforts pitted against one another financially. Simple changes in the funding approach could solve this problem by dedicating state funds for the start up of these new schools and by correcting for lag time in assessing costs to local school districts down the line.

The Boston Private Industry Council (PIC) has been supportive of the project since its inception when the Greater Egleston community came together to respond to the needs of the neighborhood youth. Greater Egleston represents residents living in the bordering Roxbury and Jamaica Plain neighborhoods.

Even before the Department of Labor (DOL) funds were available to urban centers, the Egleston community was meeting regularly trying to find ways to make their neighborhood a safe and decent place to live. Thus, before the high school was established, community residents identified youth issues as vital to the stability of the neighborhood. Their efforts resulted in a YMCA branch being established in the heart of Greater Egleston. As you may know, the Youth Opportunity Unlimited funding, established by DOL was not restricted to particular kinds of projects. The broad criteria required the funds to be used for youth. Thus, it was the collective wisdom of the Greater Egleston community who applied and received the competitive Y.O.U. grant to establish an alternative high school.

As a project partner, the PIC has participated on the community advisory board. In this capacity, PIC staff regularly attended Community Board meetings and provided technical assistance regarding summer and part-time employment.

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first people who lived on this land, and continues through the years of exploration, settlement, and the struggle for independence. The story is one of a people who have built a great nation, and who are still building it today.

The first people who lived on this land were the Indians. They were here long before the Europeans came. They lived in small groups, and they were very skilled at hunting and farming. They were the first to teach the Europeans how to live in this land.

The Europeans came to this land in the 15th century. They were looking for new places to settle, and they found this land. They were very interested in the land, and they began to settle here. They brought with them many new things, and they taught the Indians how to live in a different way.

The Indians and the Europeans lived together for many years. They learned from each other, and they grew to love each other. But in the 17th century, the Europeans began to fight with the Indians. They wanted more land, and they wanted to control the land. They fought many wars, and many people died.

In the 18th century, the Europeans began to fight with each other. They wanted to control the land, and they fought many wars. In 1776, the Americans declared their independence from Britain. They fought a war, and they won. They became a new nation, the United States of America.

The United States has grown very large since 1776. It has many states, and many people live here. It is a very rich and powerful nation. But it has also had many problems. It has fought many wars, and it has had many times when people were not happy. But it has always come back, and it has always grown stronger.

Today, the United States is still growing. It is still a very rich and powerful nation. It is still a nation that is full of hope and dreams. It is a nation that is still building itself, and it is a nation that is still worth fighting for.

-2-

The Greater Egleston Community High School represents a true success story. It began as a working partnership of residents, organizers, community agencies, and city offices. Today, it positively impacts the lives of its students and surrounding communities. Under its current structure, the school not only provides an education designed to motivate and attract students who are otherwise outside of the system, it also creates educational, cultural and recreational opportunities for the adults in the community.

The school has been operating for two years. It already has demonstrated that its ability to create an effective model of education for students labeled "at risk." The model has enabled these students to obtain a Boston Public School diploma. Through interdisciplinary teaching, the school has helped students discover lifelong learners and responsible citizens within themselves.

I hope that the Executive Office of Education favorably reviews this proposal so that the Greater Egleston Community High School may continue to positively transform its community through its youth as a Charter School of the Commonwealth of Massachusetts.

Respectfully,

A handwritten signature in dark ink, appearing to read "Neil Sullivan", followed by a horizontal line.

Neil Sullivan
Executive Director

Boston Police

Page _____ of _____

Date _____

CC # _____

DISTRICT/UNIT _____

November 16, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place
Boston, MA 02108

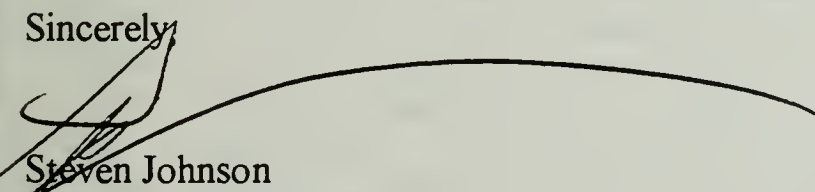
Dear Ms. Robertson:

I am writing this letter in support of the Greater Egleston Community High School. I am a Boston Police Officer and work in the Egleston Square area. I have a walking beat and have worked the area for about ten years. I have seen many things come and go and this school is one of the better things to have happened to the area.

In my working day I speak with many different people and a lot of students both past and present and they all speak well of the school and the experience they were afforded by attending. This school has allowed many young people to cross the invisible boundaries that separate so many neighborhoods in the inner city. The students that attend this school who have "come here because of past problems" quickly find that the level of work here is equal to or exceeds the work load they were perhaps accustomed. The difference here is the students are held accountable for the work and learn to be responsible as well as respectful. This is where they gain much insight as to who they are and exactly what they are capable of. Once this is accomplished these students begin to participate in the community.

Also my own experience has been that the students have a better relationship with the police in the area. I find that these students will come to the police when they have problems and not try to settle them on their own as some teenagers seem to be doing. My feelings in this area are certainly supportive of these students as they learn to use the police and other public services for what they are meant to be used for. The staff at the school are very supportive of the students and their needs as they weave them through the many social as well as the life skills they will need to become the positive adults needed to maintain their community. Once again I must say that I think the school is an asset to the community and the students it serves. Thank you for your time in reading my letter of support for the Greater Egleston Community High School.

Sincerely,


Steven Johnson
Boston Police Officer
YOU Community Advisory Board



PRODUCIR INC.

Una Corporación de Desarrollo Comunal y Económico de Cubuy y Lomas

November 10, 1994

Ms. Piedad Robertson
Secretary of Education
Executive Office of Education
Room 1401 McCormack Bldg.
One Ashburton Place
Boston, MA 02108-1696

Dear Ms. Robertson:

I am writing to support the application of Greater Egleston Community High School for charter status.

I have known of the work of the school and its Director since 1992. During this time, I have visited the school on several occasions, and I have been privileged to receive many of their documents.

As the founder of ASPIRA, Boricua College (Universidad Boricua) and a member of the U.S. Study Commission the Education of Teachers (1971-1972), I have always had an active participation in the development of alternative educational opportunities. From the advantage point of the position of policy maker-administrator-practitioner, I have observed significant educational changes for several generations.

I am giving you some indication of my qualifications so that you understand that my endorsement of "Greater Egleston" is not given lightly. Our communities are greatly in need of educational institutions that provide an educational experience that fosters democratic values, community leadership and civic participation. In my professional judgment, "Egleston" provides this quality opportunity for students, their parents and the community. Our continued existence as a truly participatory

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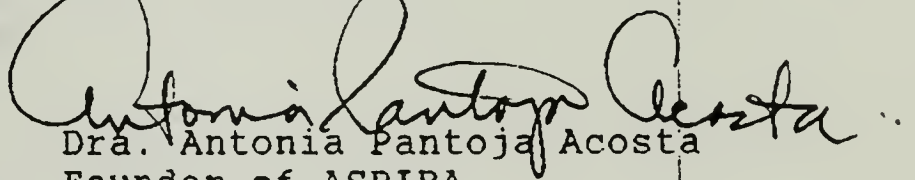
Main body of handwritten text, appearing to be a list or series of entries, possibly names or dates, arranged in a structured manner.

Ms. Piedad Robertson
November 10, 1994
Page 2

democratic society must rest on educational experiences that explicitly advocate and practice these values. Egleston Community High School is a practicing arena that gives me hope for the future.

I ask your consideration, assessment and good judgment in giving charter approval to this effort.

Very truly yours,



Dra. Antonia Pantoja Acosta
Founder of ASPIRA
Boricua College
PRACA, Puerto Rican Forum
Graduate School for Community
Development PRODUCIR, Inc.

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**PRODUCIR INC.**

Una Corporación de Desarrollo Comunal y Económico de Cubuy y Lomas

November 10, 1994

Ms. Piedad Robertson
Secretary of Education
Executive Office of Education
Room 1401, McCormack Building
One Ashburton Place
Boston, MA 02108-1696

Dear Ms. Robertson:

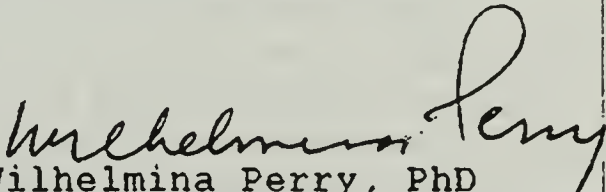
This letter is being written to support the application of Greater Egleston Community High School.

I am familiar with the program of the community school, and I applaud their work in behalf of youth.

As both a professional educator and a community worker, I am very aware of the need to have educational institutions that offer a quality education in the context of building leadership and building communities. The mission of Egleston directly addresses the needs of low income and communities of color and serves as a model for alternative education. However, a mission statement is meaningless unless it is executed by personnel who are committed, responsible, effective and competent. Under the dynamic direction of Ms. Beatriz Zapater, Egleston's teachers and supportive personnel have provided an invaluable community anchor for the education of their youth and the development activities of their community.

This school deserves your consideration and, ultimately, your endorsement, as a charter school.

Very truly yours,


Wilhelmina Perry, PhD
Retired Social Work Professor
VISTA Volunteer

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**UNIVERSITY OF MASSACHUSETTS
AT BOSTON**

Wheatley Hall
100 Morrissey Blvd.
Boston, MA 02125- 3393

New England
Multifunctional Resource Center
For Language and Culture in Education

(617) 287-7335
Fax (617) 287-7664

November 14, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Rm. 1401
Boston, MA 02108

Dear Ms. Robertson,

This letter is to voice the New England Multifunctional Resource Center at the University of Massachusetts - Boston formal support of the Greater Egleston Community High School charter school proposal submitted by the Eagleston Square Coalition through the Ecumenical Social Action Committee, Inc. (ESAC).

The N.E. Multifunctional Resource Center (MRC) is a U.S. Department of Education-funded project that provides training and technical assistance to local school districts, state Departments of Education, and other education programs on issues pertaining to the education of linguistically and culturally diverse learners. Much of this work entails working collaboratively with schools and communities to develop more positive learning environments and effect educational change.

The MRC has been involved with the Greater Egleston Community High School since its inception in 1992. This involvement has included collaborative work with the Director of the school, staff development, and, more recently, a project with staff and students to document what needs to change in public schools for Latino youth. This project involved a series of interactive dialogues with Latino ESAC students, with Beatriz McConnie Zapater, and with teachers; these dialogues have been included as part of a 20 minute video that will have national dissemination.

Unlike many Boston high schools, the environment at Greater Egleston Community High School is one of both caring and respect for students and of deep commitment to their education. Students exude an energy, vitality, and a focused awareness about their education that is seldom witnessed in urban, public institutions, particularly among students who have been labeled "high risk". Beatriz McConnie Zapater, the Director, is responsible for establishing this environment, for making a school where learning is an exciting, supportive, interdisciplinary, and collaborative endeavor. Not only has this environment contributed to students, who might have otherwise dropped out, obtaining Boston Public School diplomas, but it has contributed to helping these youth

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYSICS 311

LECTURE 1



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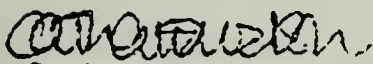
LECTURE 1

LECTURE 1

become responsible, concerned citizens. Because we believe more schools need to become like the Greater Egleston Community High School, the MRC has invited Beatriz on several occasions to speak at our conferences about the school. This has included presentations with ESAC students. We look forward to continuing our collaboration.

It is my and the MRC's hope that the Executive Office of Education favorably reviews this proposal and grants Charter status to the Greater Egleston Community High School. We believe in its short two year history, this school has demonstrated its innovative character, its community base, and its potential for hope for Boston students who have been failed by other institutions.

Sincerely,



Catherine Walsh, Ed.D.
Coordinator

Liz A. Solar
40 Gartland Street #3
Jamaica Plain, MA 02130

November 15, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson,

It is with great pleasure and pride that I write to you on behalf of the Greater Egleston Square Coalition's application being submitted to the Commonwealth of Massachusetts Executive Office of Education for the purpose of obtaining a charter school license. As chair of the Community Advisory Board (CAB) of the existing Egleston Square Alternative High school, I can speak first hand about the significant impact the high school has had on the community and the lives of all those involved in the school including students and adults.

In my capacity as Chair of the Community Advisory Board, since March, 1994, I have had the opportunity to participate in an effort which is clearly supported by the surrounding community. This support is manifested by active and consistent attendance at monthly meetings, sub-committee meetings, strong participation in two separate half-day long strategic planning retreats, and extensive assistance organizing a community event, "the star party", an evening field trip to the Museum of Science. The "star party" was an extraordinary success in that 283 families participated and benefited from the newly established partnership between the Museum and the YOU For Greater Egleston High School. The community residents shared in special presentations at the theatre of electricity, the planetarium, other exhibitions and a night of star gazing on the roof of the museum. For many community residents, this was their first trip to the Museum of Science however, many participants expressed (to the staff and community board members) that it would not be their last visit.

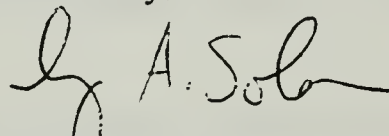
The alternative high school was created and established on the belief and vision that if the youth of Egleston Square learned to believe in themselves and became resourceful participants and activist in their communities, that not only would the students lives be transformed, but so would the community. Having attended the graduation in June 1994, I am convinced that such transformation is occurring. It was inspirational to hear and see the pride expressed from the students, parents, teachers, staff and community in attendance on graduation day.

Pride expressed from students due to the personal achievement of attaining a high school diploma and pride felt by adults who knew what a miracle it really was that this school had survived and graduated a class of leaders. It was clear that these students had overcome difficult odds and developed strong senses of self and confidence. These students attributed their success to being at a high school where they felt spiritually safe, supported and challenged. As one student said " I wouldn't be standing here today if it weren't for you all".

The Community Advisory Board is committed to supporting a school which educates students in innovative ways that reach and excite them. As evidenced by the proposal being submitted to the Executive Office of Education, the YOU For Greater Egleston has made incredible strides. Yet, it is clear that more time is needed to continue the work which has only begun.

In this vain, I hope that the Executive Office of Education will favorably review this proposal so that this school may continue to positively impact the community through its youth. Thank you for your attention to this letter. If I can be of any further assistance, please do not hesitate to call me. at (617) 522-3003.

Sincerely,

A handwritten signature in black ink, appearing to read "Liz A. Solar". The signature is fluid and cursive, with the first name "Liz" and last name "Solar" clearly distinguishable.

Liz A. Solar, Esq.

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
530 SOUTH EAST ASIAN AVENUE
CHICAGO, ILLINOIS 60607-7070
TEL: (773) 936-5270 FAX: (773) 936-5271
WWW: WWW.CHEM.UCHICAGO.EDU

PROFESSOR OF CHEMISTRY
AND
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530 SOUTH EAST ASIAN AVENUE
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November 9, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108



Dear Ms. Robertson:

Please accept the following letter as the Museum of Science, Boston's formal support of the proposal submitted by the Egleston Square Coalition, acting through the Ecumenical Social Action Committee, Inc. (ESAC) to the Commonwealth of Massachusetts' Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

The relationship between the Museum of Science and the Greater Egleston Coalition, through ESAC and with the Greater Egleston Community High School (YOU) specifically, has already become a model community partnership, bringing community resources to address community needs through a long-term program that is mutually supportive, equitable, and successful.

The partnership currently includes:

- YOU science program takes place at the Museum of Science, taught, funded, and supported by both ESAC and the Museum of Science, October 1994 - June 1995.
- access for neighborhood families and individuals through reduced or free admission to museum events and programs
- intentional matching through booked trips of community interest and museum programming (i.e. trips to Chemistry show in December)
- special events specifically serving Greater Egleston (i.e. Star Party astronomy night at the museum)
- participation in program development by Greater Egleston Coalition leaders (i.e. Psychology exhibit program ideas, resources, and advice)
- regular meetings, planning sessions between Museum of Science personnel and YOU/Greater Egleston Coalition personnel to enrich and extend partnership

The Museum of Science and Greater Egleston Coalition have endeavored through equitable participation and support to achieve separate and mutual goals through this collaboration: community enrichment and empowerment through involvement in museum programs, internships, and summer opportunities also enables the museum to increase the diversity of its audience, to better reflect and

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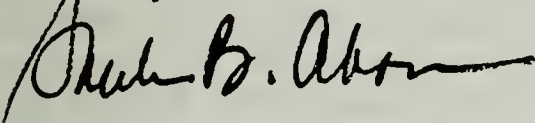
serve the urban communities surrounding it, and to ultimately bring informal science education to the broadest audience possible.

For Egleston Square, and other surrounding communities, the Greater Egleston Community High School represents a multi-tier success effort not only through its unique inception via a working partnership of residents, organizers, community agencies, and city offices, but more importantly by the way it has positively impacted the lives of its students and surrounding communities. Under its current structure the school has not only provided broad based education for those attending, but also, it has created educational, cultural and recreational opportunities for the community at large.

Over the past two years, the Greater Egleston Community High School model has effectively assisted "high risk" labeled youth in obtaining a Boston Public School diploma, and most importantly, through interdisciplinary teaching has helped them rediscover the lifelong learner and contributing responsible citizen within themselves.

It is the Museum of Science, Boston's hope that the Executive Office of Education, favorably reviews this proposal, fully understanding the positive implications of providing continuing support to the Greater Egleston Community High School.

Sincerely,

A handwritten signature in black ink, appearing to read "Sheila B. Aborn", with a stylized flourish at the end.

Sheila B. Aborn, Manager
Community Relations



100 Mass. Ave., 4th fl., Boston, MA 02115
(617) 266-2788; fax: 266-0388

November 16, 1994

Piedad Robertson
Secretary
Executive Office of Education

Dear Ms. Robertson:

I am writing to describe the educational collaboration developed between United Youth of Boston (UYB) and high school operated by Ecumenical Social Action Committee (ESAC), and to express my profound support for the application by ESAC and the Egleston Square Coalition to expand and transform this school into the Egleston Community Charter School.

UYB is a magazine written by Boston-area teenagers. Since its founding in 1991, UYB has published 12 editions featuring written work by more than 225 teenagers. Our circulation is 30,000 copies, distributed free in 35 schools and 210 community centers, libraries, and other sites. We estimate our readership at 90,000.

In 1994, we began a collaboration with the ESAC school in which students enroll in an intensive writing course and produce first-person narratives and journalism for the magazine. They also have the opportunity to participate in intensive desktop publishing training in which they learn real-world DTP skills while creating the magazine.

I sought out this collaboration because of my deep respect for the educational work of Beatriz Zapater. I have come to know the landscape of Boston education fairly well, first as a free-lance journalist covering youth and education for the Boston Herald, and since 1991 as publisher of UYB. I consider Ms. Zapater to be one of the most clear thinking and effective reform advocates and program designers in the city.

Publisher: Jim High • Senior Editor: Kye Leung

Host Schools:

University Program/Action for Boston

Community Development

Greater Egleston Community High School/

Ecumenical Social Action Committee

Board of Advisers:

Natalie Christian, WLVI-TV

Tim Cross, youth development consultant

Felton Earls, Harvard School of Public Health

Leslie "Skip" Griffin, Boston Globe

G. Robert Hohler, Robert Hohler Associates

Ellen Hume, Annenberg Washington Program

Paulette Johnson, UMass/Boston Urban Scholars

Barbara Kiperman, Ad Club Charitable Trust

Bill Kovach, Nieman Foundation

Valeria Lowe, Curley Middle School

Ann Moritz, consultant

Lynn Peters, Kennedy Family Service Center

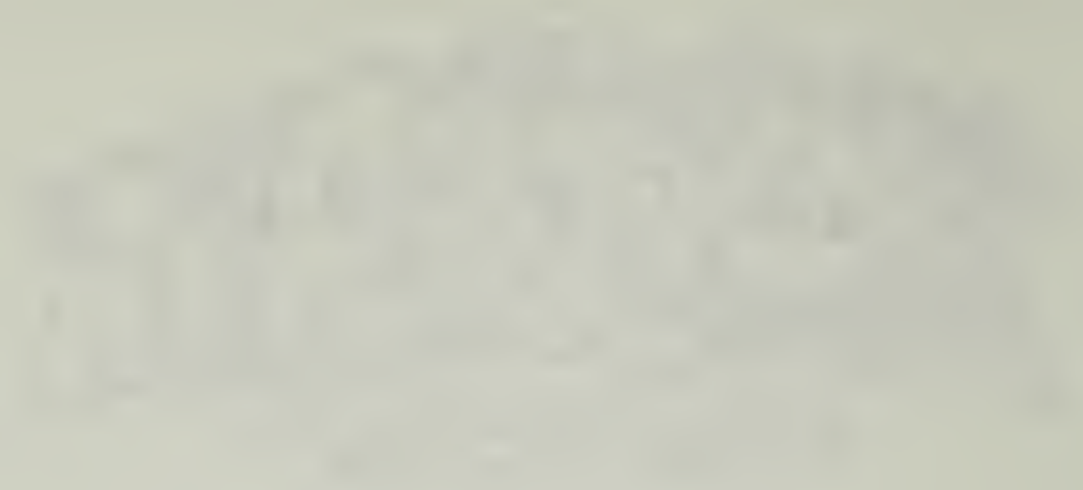
Charlie Rose, City Year

Sandra Storey, J.P. and Mission Hill Gazette

Clara Wainwright

Tom Winship, Center for Foreign Journalists

Daryl Wright, YouthBuild USA



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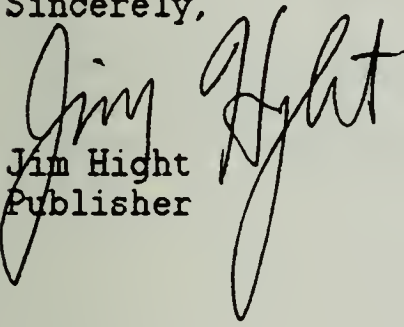
I have been working on-site with Ms. Zapater and her staff since September of this year, and I am enormously impressed by the quality of learning that is fostered in that program. Students are treated as individuals, with unique skills, needs, and learning styles. Yet they are challenged to perform to a high level. They develop leadership skills and the maturity that comes with tackling creative challenges.

The curriculum is meaningful to students' lives and structured in such a way that they learn practical tools for operating successfully in higher education and careers.

As part of our collaboration, UYB provides a co-teacher for the school's writing classes, as well as training and support in desktop publishing. Many of the students are inspired by the opportunity to write about personal and social topics for a magazine that will be read by tens of thousands of their peers. This real-world application of the writing experience was precisely what Ms. Zapater appreciated about UYB and why she wanted to make the magazine part of the school.

As you know, Boston desperately needs alternative schools that meet the needs of the students who are failing in our mainstream schools. I am confident that you will be supporting a successful, well-grounded alternative school if you decide to support ESAC's application to create the Eggleston Community Charter School. Please feel free to contact me if you would like any further information.

Sincerely,


Jim Hight
Publisher



ROXBURY
COMMUNITY
COLLEGE

1234 Columbus Ave.

Roxbury Crossing

MA 02120-3400

(617) 427-0060

TO: Dr. Paul Willenbrock
Acting Dean of Academic Affairs

FROM: Kyrsis R. Rodríguez, Ph.D. *KR*
Acting Division Chairperson

RE: Formal agreement between YOU at ESAC and RCC

DATE: May 5, 1993

The plans for having the Youth Opportunities Unlimited (YOU) Alternative High School students use our lab facilities for their science courses have been finalized. The program, which is part of the Ecumenical Social Action Committee, Inc. (ESAC), will operate during the regular Fall 1993 and Spring 1994 semesters, and will adjust to the RCC schedule. The specific points of the agreement are explained in the enclosed communication from the Director of YOU, Ms. Beatriz McConnie Zapater.

The Science Department is very happy to be involved in what we hope will be a continuing and growing association with our community neighbors.

Enclosure

cc: Dr. Grace Carolyn Brown
President, Roxbury Community College

Ms. Beatriz McConnie Zapater
Director, Youth Opportunities Unlimited



Ecumenical Social Action Committee, Inc.
3134 Washington Street
P.O. Box 4
Jamaica Plain, Massachusetts 02130
(617) 524-2555

May 3, 1993

Dr. Kyrsis Rodriguez
Roxbury Community college
1234 Columbus Avenue, Room 401
Boston, MA 02120

Dear Kyrsis,

This letter is to confirm the agreements reached at our meeting of 2/24/93. We agreed that Roxbury Community College would offer Y.O.U.'s Greater Egleston Community High School at ESAC the use of a Science Laboratory on Mondays, between 9:00 a.m. and 2:00 p.m. for the academic year 1993-94. Furthermore, Roxbury Community College agrees that the use of the lab and certain equipment and materials would be an in-kind contribution to the YOU Project on a long-term basis, thereby, establishing a permanent liaison between ESAC and RCC.

In return, ESAC commits to purchase consumable supplies and other science supplies needed for the classes. We also agree to help recruit students for Roxbury Community College, not just from the Greater Egleston Community High School, but also through other ESAC outreach and educational programs. Ms. Carol Tannenbaum, one of our Casemanagers, will be responsible for postsecondary educational counseling of all students. She will be in touch with the Admissions and Financial Aid Office at RCC to facilitate the recruitment and enrollment of students at the college.

ESAC agrees to abide by all rules and regulations set forth by RCC. ESAC's Insurance Policy covers all students during school hours, regardless of location. Furthermore, we understand that ESAC will be responsible for cost of replacement or repair to equipment damaged by our students. We are not responsible for normal wear and tear of equipment. We also understand and will abide by RCC's policy of not admitting children, eating, drinking, or smoking while using the premises. For your information, ESAC has on file Waivers of Liability for all students enrolled in the High School, which specifically name Roxbury Community College as one of our class sites. The lab will be supervised by our science teacher on staff. A list of supplies which we will need is being prepared by Mr. Gary Lucas, and will be submitted under separate cover.

We are very grateful to Roxbury Community College for extending this magnificent opportunity to our students. We look forward to a mutually rewarding experience.

Sincerely,

Beatriz McConnie Zapater
Director, Youth Opportunities Unlimited (YOU)



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A sociación de Madres y Padres Latinos de Boston

Latino Parents Association

"Somos Semilla, Familia y Comunidad"

November 10, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA. 02108

Dear Ms. Robertson:

The Latino Parents Association proudly submits this letter to support the application for Charter School status for the Greater Egleston Community High School located in the Egleston Neighborhood in Roxbury, Mass.

The Latino Parents Association is an independent organization whose primary purpose is to develop parents' leadership and provide them with the tools that will enable them to act as advocates and monitors of their children's education. We focus on three areas to do this. "The Nuestros Hijos" Initiative is our educational strategy. This component provides parents the opportunity to develop further their already existent skills, through a participatory method that welcomes and acknowledges the wisdom and experiences parents have, develops their critical thinking and asking questions' skills, while at the same time parents break the isolation, recognize each other as resources and celebrate their culture.

The second is the organizing component where parents apply what they already know plus what they acquire in the educational training, putting it into collective action, with the goal of resolving a situation that is affecting their child or influence a policy at the school level they deem harmful or inappropriate, or to present an idea that can improve the educational and cultural lives of their children. The third is the accompaniment component which is "the buddy system" where parents support each other on visits to school, to attend an evaluation or a conversation with a teacher.

LPA has first hand knowledge about the Egleston Community High School through visits and conversations with the students, parents and staff. Through the leadership and vision of its director, Ms Beatriz McConnie-Zapater, this school is now a model because it has been able to positively impact youth wrongly labeled "drop outs or non achievers". The focus of the school is the students and the belief that they can learn and achieve anything they desire to do. Respect, cariño, common sense, student centered teaching approaches, make this a safe and stimulating environment for young people who are learning and graduating, furthering goals that were not even considered in other schools.

Egleston Community High School has been a tremendous asset not only because of the young people attending there and the kind of education they are getting, but it is also an asset to the community at large because of the philosophy and practice of a partnership with surrounding neighbors, community organizations, and other local institutions, interacting in supportive, learning and cultural opportunities

As part of their coalition building efforts LPA wants to support Egleston Community High School's efforts towards parental participation and involvement, by bringing LPA's experience and resources. Following Egleston High's

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations

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where f, g, h are continuous functions of x, y, z, t and satisfy certain conditions. It is shown that under these conditions the system has a unique solution for any initial conditions.

2. In the second part of the paper, the problem of the stability of the solutions of the system is considered. It is shown that if the functions f, g, h satisfy certain conditions, then the solutions of the system are stable with respect to the initial conditions.

3. In the third part of the paper, the problem of the asymptotic stability of the solutions of the system is considered. It is shown that if the functions f, g, h satisfy certain conditions, then the solutions of the system are asymptotically stable with respect to the initial conditions.

4. In the fourth part of the paper, the problem of the periodicity of the solutions of the system is considered. It is shown that if the functions f, g, h satisfy certain conditions, then the solutions of the system are periodic with respect to the initial conditions.

5. In the fifth part of the paper, the problem of the boundedness of the solutions of the system is considered. It is shown that if the functions f, g, h satisfy certain conditions, then the solutions of the system are bounded with respect to the initial conditions.

6. In the sixth part of the paper, the problem of the convergence of the solutions of the system is considered. It is shown that if the functions f, g, h satisfy certain conditions, then the solutions of the system converge to a certain limit with respect to the initial conditions.

vision, together we will research and implement strategies to increase and maintain parents' input and participation in the different identified areas, such as leadership development and development of new skills for the parents' own benefit and that of their children as well as that of the community at large

We are very hopeful that your office will see the importance the role of this Community High School has in our youth's lives as well as the lives of other residents and that the Executive Office of Education will favorably review their proposal and provide them with continuing support.

Sincerely,


Antonieta Gimeno
Executive Director, LPA

Dimock

Community Health Center

Jackie Jenkins-Scott

President

November 15, 1994

Piedad Robertson
Secretary of Education
1 Ashburton Place
Boston, MA

Dear Secretary Robertson,

It is with much enthusiasm that I write this letter of support for the Greater Egleston Community High School's application to become a Charter School. As a founding member of the High School, I can only say that it has more than met our initial expectations. With more than one hundred students served over two years, and twenty-two having graduated, the High School has demonstrated its effectiveness in providing a much-needed service to our community. One of Boston's most severely economically depressed areas, the Greater Egleston Community High School is a beacon of hope and light and has engaged students and families who literally were "lost" to us. These very same young adults are now productive earners who are contributing to rebuilding the fabric of our neighborhood. What greater tribute to the school, and to the exceptional staff, could there be!

Dimock Community Health Center looks forward to continuing its collaborative partnership with the Greater Egleston Community High School and pledges to work together to deliver supplementary programs and services which enhance the students' and their families' well-being. We strongly encourage you and the Department of Education to designate the Greater Egleston Community High School as a Charter School.

Thank you for the opportunity to comment. Please don't hesitate to call upon me for any further information.

Sincerely yours,

Jackie Jenkins-Scott
Jackie Jenkins-Scott
President

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Chapter XVIII	265
Chapter XIX	280
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Brookside Community Health Center

3297 WASHINGTON STREET, JAMAICA PLAIN, MASS. 02130 TEL. (617) 522-4700

November 15, 1994

ADULT MEDICINE
DENTAL
EDUCATION
MENTAL HEALTH
OBSTETRICS
PODIATRY
PEDIATRICS
SOCIAL SERVICES
SPEECH AND HEARING

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

Please accept the following letter as Brookside Community Health Center's formal support of the proposal submitted by the Egleston Square Coalition, acting through the Ecumenical Social Action Committee, Inc. (ESAC) to the Commonwealth of Massachusetts' Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

Brookside Community Health Center was originally established in 1970 as a grass roots program funded through the Boston Model Cities Administration. The funding was part of the urban redevelopment project for the central city and was based on the expressed needs of the community for accessible, affordable health care that addressed the social and medical needs of families.

Throughout its history, the health center has continued to grow in order to respond to the need for services in the Community. Its mission is "to provide high quality, family oriented, comprehensive health care, with a focus on serving the low income population of our community, regardless of ability to pay."

In 1992, Brookside became one of the founding supporters of the Greater Egleston Community High School. It felt then, as it does now, that a small Community High School would only improve the overall health of the Community. Brookside remains as a member of the current Greater Egleston Community High School Advisory Board.

For Egleston Square, and other surrounding communities, the Greater Egleston Community High School represents a multi-tier success effort not only through its unique inception via a working partnership of residents, organizers, community agencies, and city offices, but also by the way it has positively impacted the lives of its students and surrounding communities. Under its current structure, the school has provided broad based education for those attending and also created educational, cultural and recreational opportunities for the community at large.

Over the past two years, the Greater Egleston Community High School has effectively assisted high risk labeled youth in obtaining a Boston Public School diploma, and most importantly has helped them rediscover the lifelong learner and contributing citizen within themselves.

A
NEIGHBORHOOD
HEALTH
CENTER
ASSOCIATED WITH



BRIGHAM
AND
WOMEN'S
HOSPITAL

AND



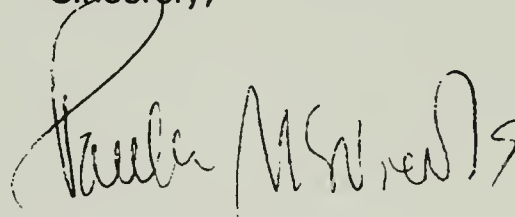
THE
CITY OF BOSTON

2/6

Handwritten notes in a cursive script, likely from a 19th-century manuscript. The text is organized into several paragraphs, with some lines indented. The ink is dark and the paper shows signs of age and wear.

It is Brookside's hope that the Executive Office of Education, favorably reviews this proposal, fully understanding the positive implications of providing continuing support to The Greater Egleston Community High School.

Sincerely,

A handwritten signature in dark ink, appearing to read "Paula McNichols". The signature is fluid and cursive, with the first name "Paula" written in a larger, more prominent script than the last name "McNichols".

Paula McNichols,
Executive Director
Brookside Community
Health Center



ST. MARY OF THE ANGELS PARISH
IGLESIA SANTA MARIA DE LOS ANGELES
377 WALNUT AVENUE
ROXBURY, MASSACHUSETTS 02119

November 17, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Ma 02108

Dear Ms. Robertson,

Please accept the following letter as my formal support of the proposal submitted by the Egleston Square Coalition acting through the Ecumenical Social Action Committee, Inc. (ESAC) to the Commonwealth of Massachusetts' Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

Saint Mary of the Angels Parish Community is celebrating its 90th Anniversary as a faithful presence in the Egleston Square Community. Members of the staff of Saint Mary's have always been cooperating partners and planners with ESAC, ESNA, Urban Edge Housing to just name a few of the partners working to bring about necessary change in this community. St. Mary's was one of the original founding members of the YOU for Greater Egleston Project. From its beginning planning to the present, St. Mary of the Angels has been impressed by the quality of commitment of the High School Staff, Board members, and the youth themselves. What has begun at the YOU School must continue! The Greater Egleston Community High School represents hope through its most unique inception of working with the youth, other agencies, city offices. This school has offered and successfully achieved turning about the ideas that some at risk youth have had concerning education. The additional opportunities, cultural, recreational, community pride have given these young people a school spirit to be envied.

Over the past two years, the Greater Egleston Community High School model has effectively assisted 'high risk' labeled youth in obtaining a Boston Public School diploma, and most importantly, through interdisciplinary teaching has helped them rediscover the lifelong learner and contributing responsible citizen within themselves.

It is my hope the the Executive Office of Education favorably reviews this proposal fully understanding the positive implications of providing continuing support to the Greater Egleston Community High School. Continued support is hope alive in this neighborhood!

Sincerely,

Katherine McGrath S.C.H.

Katherine McGrath S.C.H.
Director of Youth Activities
Saint Mary of the Angels Parish

BIKES NOT BOMBS

59 Amory Street, #103-A • Roxbury, MA 02119 • (617) 442-0004

November 10, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place
Boston, MA 02108

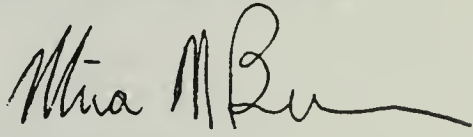
Dear Secretary Robertson:

Bikes Not Bombs and the staff of our Bicycle Recycling and Youth Training Center in Roxbury are writing to formally and enthusiastically support the proposal to incorporate the Greater Egleston Community High School as a Charter School. The proposal is submitted by the Egleston Square Coalition, through the Ecumenical Social Action Committee (ESAC) to the Commonwealth of Massachusetts' Executive Office of Education.

Bikes Not Bombs (BNB) is a community based non-profit agency, dedicated to social change through educational and community building projects involving bicycles and youth. For the last two years our major organizational effort has been the establishment of the Bicycle recycling and Youth Training Center we now operate in the Egleston Square Neighborhood. As the Coordinator of our center, I participate in the Community Advisory Board of the the greater Egleston Community High School and the broader Youth Opportunities Unlimited (YOU) project of which it is a part. BNB is a member of the Egleston Square Coalition, and a founding member of the Coalition's Youthworkers' Council. As such we have been lucky enough to become part of the working partnership of residents, community and city agencies, and organizers who together have made this exceptional school possible.

For the last two years, BNB has found in the Greater Egleston Community High School an invaluable partner in our effort to create a high quality, educational and empowering summer program for the youth of this area. The funding and technical assistance provided by the High School was key to the tremendous success of our Summer Youth Bike Safety and Mechanics program, as was the High School's institutional support in securing ABCD slots for some of our teen apprentice teachers. But the School's most significant contribution were the five students who worked with us as apprentice teachers, and they are most illustrative of the reasons the School should be granted the Charter School status.

The Greater Egleston Community High School has clearly managed to create an educational environment in which some young people who have not done well in the existing public school system can flourish, discovering their talents and strengths, and being challenged to work on their weaknesses. The School is particularly well equipped to do so in part because of its reliance on the broader community for educational and social resources. The School in turns enriches the broader community, through creating educational, cultural and recreational opportunities for the community at large.

Sincerely, 
Mira Brown, Coordinator

1871

1871

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Boston Urban Gardeners at the Community Farm
46 Chestnut Avenue, Jamaica Plain, MA 02130 (617) 522-1259

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Ma. 02108

Dear Ms. Robertson:

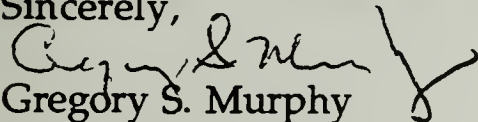
Please accept the following letter as Boston Urban Gardeners formal support of Economical Social Action Committee's proposal to the Commonwealth of Massachusetts' Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School. For the past two years, the Greater Egleston Community School model has effectively assisted "high risk" labeled youth in obtaining a Boston Public School diploma, and most importantly, through interdisciplinary teaching has helped them rediscover the life long learner and contributing responsible citizen within themselves.

For over 17 years Boston Urban Gardeners has been at the forefront of open space development and education. As a collaborative partner with E.S.A.C. in the Egleston Square Coalition, we are ultimately aware of the beneficial impact the school and their other programs have on the community. In 1993, we had a spring and summer session for the E.C.H.S students in open space planning as well as landscape maintenance.

For Egleston Square, and other surrounding communities, the Greater Egleston Community High School represents a multi-tier success effort not only through its unique inception via a working partnership of residents, organizers, community agencies, and city offices, but more importantly by the way it has positively impacted the lives of its students and surrounding communities. Under its current structure the school has not only provided broad based education for those attending, but also, it has created educational, cultural and recreational opportunities for the community at large.

It is Boston Urban Gardeners hope that the Executive Office of Education, favorably reviews this proposal, fully understanding the positive implications of providing continuing support to The Greater Egleston Community High School.

Sincerely,


Gregory S. Murphy
Associate Director



THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
5408 S. DICKINSON DRIVE
CHICAGO, ILL. 60637

TO THE EDITOR OF THE JOURNAL OF THE AMERICAN CHEMICAL SOCIETY
FROM THE DEPARTMENT OF CHEMISTRY, UNIVERSITY OF CHICAGO
RE: [Faded text, likely a reference to a specific chemical reaction or study]

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METROPOLITAN
BOSTON
HOUSING
PARTNERSHIP INC

November 10, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston MA 02108

Dear Ms. Robertson:

Please accept the following letter as Metropolitan Boston Housing Partnership (MBHP) formal support of the proposal submitted by the Egleston Square Coalition acting through the Ecumenical Social Action Committee to the Commonwealth of Massachusetts's Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

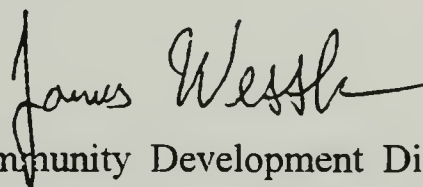
For over 10 years MBHP has been involved in community development by pooling public and private resources, providing technical assistance and obtaining the support of local foundation and corporations. We have invested in the development and rehabilitation of over 1,600 units of affordable housing and have encouraged resident empowerment to extend beyond their buildings to revitalize their communities. Our relationship to the Egleston Square area started with the first project ten years ago. Today, we continue to be active participants in the community, as members of the Egleston Square Coalition and supporters of the school.

For Egleston Square, and other surrounding communities, the Greater Egleston Community High School represents a multi-tier success effort not only through its unique inception via a working partnership of residents, organizers, community agencies, and city offices, but more importantly by the way it has positively impacted the lives of its students and surrounding communities. Under its current structure the school has not only provided broad based education for those attending, but also it has created educational, cultural and recreational opportunities for the community at large.

Over the past two years, the Greater Egleston Community High School model has effectively assisted "high Risk" labeled youth in obtaining a Boston Public School diploma, and most importantly, through interdisciplinary teaching has helped them rediscover the lifelong learner and contributing responsible citizen within themselves.

It is the Partnership's hope that the Executive Office of Education, favorably reviews this proposal, fully understanding the positive implications of providing continuing support to the Greater Egleston Community High School.

Sincerely,



Community Development Director

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United Hyde Square Unidos

November 10, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Ma. 02108

Dear Ms. Robertson:

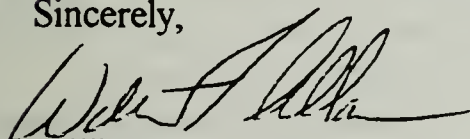
The Hyde Square Task Force supports the proposal submitted by Egleston Square Coalition, acting through the Ecumenical Social Action Committee, Inc. (ESAC) to the Commonwealth of Massachusetts' Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

The YOU Project has been an exceptional pilot program demonstrating that alternative schools are needed and can be successful when integrated with the community. The Task Force has had a working relationship with the YOU staff since the program began. We have referred individuals to the program and participated in YOU sponsored recreational activities. During the past two summers we have received assistance from YOU to support recreational and employment activities for youth and adults in a playground program at Mozart Park.

The Greater Egleston Community High School represents a successful multi-tier effort through its unique working partnership of residents, organizers, community agencies, and city officers. More important, however it has positively impacted the lives of its students and surrounding communities. Under its current structure the school has not only provided broad based education for those attending, but also, it has created educational, cultural and recreational opportunities for the community at large.

It is The Hyde Square Task Force's hope that the Executive Office of Education, favorably reviews this proposal, fully understanding the positive implications of providing continuing support to the Greater Egleston Community High School.

Sincerely,



William F. Allan

President of The Hyde Square Task Force

The Hyde Square Task Force, Inc.

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF LINCOLN'S INN

IN TWO VOLUMES. THE FIRST OF WHICH IS A HISTORY OF THE REIGN OF CHARLES THE FIRST, AND THE SECOND OF THE REIGN OF CHARLES THE SECOND.

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urban edge housing corporation

2010 Columbus Avenue, Roxbury, MA 02119 • 522-5515 • Fax 522-5584

Mailing Address: P.O. Box 1209, Jamaica Plain, Ma. 02130

November 10, 1994

Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson:

Urban Edge Housing Corporation joins its sister organizations and agencies in Egleston Square in urging your favorable consideration of the Charter School application submitted to you by the Ecumenical Social Action Committee's Youth Opportunity Unlimited Project.

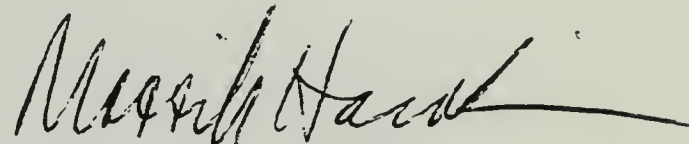
A community development corporation (CDC) celebrating its twentieth anniversary this year, Urban Edge was in fact founded by members of ESAC, an early indicator of the spirit and practice of creativity and collaboration that characterize this community and gave rise in 1991 to the highly successful YOU Project and its Greater Egleston Community High School (GECHS). Urban Edge was at the table when the project and school were conceived and the proposal was written and submitted to the US Department of Labor. We retain a place and an active role on the Advisory Board and have provided input to and thorough review of the Charter School plans and application.

For a CDC that has expanded its community development role beyond affordable housing to economic and human development, partnership with the education community is necessary and productive. Urban Edge's Community Services Department has referred our own resident families to GECHS and has recruited our tenants to participate in school-sponsored educational and recreational activities, notably the Museum of Science's "Star Party" last spring and the Egleston Games planned for next year. But beyond the instances of collaborative activities lie the institutional identity and longevity of the school, which is as assuredly a building-block of a revitalized community as is rehabilitated housing and new commercial space.

GECHS is *our* high school, designed on a community scale, student-friendly and open to anyone who would explore an alternative model of teaching, learning and serving. The Young Planners Project sponsored by the school gave us new ideas for the future of the Square, while the Oral History Project provided new views of the past. The Landscape Training Program revived old landscapes and installed new ones around the Square. The student body is itself a kind of group peer leader, an example to a neighborhood once plagued with gang activity that a group of young people can be engineers of positive change, for themselves and for the rest of us. Never again will we call them "at risk".

Urban Edge urges the Office of Education to award the charter that will provide the Greater Egleston Community High School the institutional stability needed to sustain its brave experiment in alternative community-based secondary education.

Yours truly,



Mossik Hacobian, Executive Director



United Way
of Massachusetts Bay

Journal of the American Medical Association

Published Weekly, except on Sundays, Holidays, and Days when the Session of Congress is in Progress

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Single Copies, 15 Cents

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EGLESTON SQUARE NEIGHBORHOOD ASSOCIATION

E • S • N • A

3134 Washington Street, Roxbury MA 02119 (617) 524-5052

November 7, 1994

Ms. Piedad Robertson, Secretary of Education
Executive Office of Education
One Ashburton Place - Room 1401
Boston, Massachusetts 02108

Dear Secretary Robertson:

On behalf of the Egleston Square Neighborhood Association, (ESNA), I am very pleased to write this letter formally supporting the proposal of the Greater Egleston Community High School as it seeks to incorporate as a Charter School.

Over the past ten years, ESNA has provided advocacy and voice to the residents of the greater Egleston community and as a resident organization, we count the establishment of the Greater Egleston Community High School as one of our major successes. ESNA is proud to be one of the founding members of the coalition which wrote the original proposal for a neighborhood-based alternative high school. We have eagerly collaborated with the sponsoring organization, the Ecumenical Social Action Committee, to insure that the school fulfills its promise of full-community involvement. And, as the school enters its fourth year, we enthusiastically support their charter application.

Particularly for area residents, the presence of the Greater Egleston Community High School represents a unique success and a significant example of the combined efforts of a working partnership among residents, organizers, community agencies, and city officials. ESNA values this success because of its positive impact not only for students, but also for their families and other residents. Under the current structure, Beatriz McConnie-Zapater as the Director, has created a program which offers quality education along side a variety of cultural and recreational opportunities for the students and the community at large. She has effectively established a standard of excellence in all aspects of the program and the culturally competent array of activities is an exciting model for life-long learning.

ESNA firmly believes that granting Charter School status to the Greater Egleston Community High School is an integral element to the future health of our neighborhood. We sincerely hope that the Executive Office of Education will stand with us and accept this proposal.

Sincerely,



Mirna Concepcion de Rodriguez
Executive Director

MEMORANDUM

TO : [illegible]

FROM : [illegible]

SUBJECT : [illegible]

1. [illegible]

2. [illegible]

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6. [illegible]

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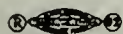


Boston Community Loan Fund, Inc.

30 Germania Street, Jamaica Plain, MA 02130 (617) 522-6768 • Fax (617) 522-7786

Elyse Cherry
President

DeWitt Jones
Fund Manager



November 9, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson,

The Boston Community Loan Fund (BCLF) is pleased to support the Ecumenical Social Action Committee's (ESAC) proposal to the Commonwealth of Massachusetts' Executive Office of Education incorporating the Greater Egleston Community High School as a Charter School.

The BCLF is a community development financial institution established in 1985 to provide financing for economic development activities, affordable housing projects and community organizations. Our office is in Egleston Square and since 1991 we have been active members of the Egleston Square Coalition. It was through the leadership of the Coalition and its members that the Department of Labor awarded ESAC the Y.O.U. grant to establish the Greater Egleston Community High School. As a neighbor and member of the Coalition, we have watched and marvelled at the building and success of the school. Earlier this year, the BCLF expanded its lending to include working capital loans for well-managed community organizations. ESAC received our first loan under this program.

For Egleston Square and surrounding communities the Greater Egleston Community High School is a successful example of an urban school for these times. The school committed to excellence in education, as the results of the students have shown. It has also defined its mission to educate its students to be responsible members of the community and active citizens in public life. Finally, the school has created educational, cultural and recreational opportunities for the community at large.

The success of this school is not accidental; it was created by the community to meet our own needs; it has a first rate and creative faculty committed to excellence in education; and it is filled with eager and energetic students seeking a meaningful education. Over the past two years, the Greater Egleston Community High School has effectively assisted "high risk" youth in obtaining a Boston Public School diploma and, most importantly, helped them rediscover lifelong learning. It is Boston Community Loan Fund's hope that the Executive office of Education favorably reviews this proposal and continues the positive education offered by the Greater Egleston Community High School.

Sincerely,

DeWitt Jones
Executive Director

THE UNIVERSITY OF CHICAGO

OFFICE OF THE DEAN OF STUDENTS
540 EAST 58TH STREET, CHICAGO, ILL. 60637
(312) 937-1234

Dear Mr. [Name]:
I am writing to you regarding the [Subject] of your recent letter. The information you provided has been received and is being reviewed. We will contact you again once a decision has been reached.

In the meantime, please continue to follow the guidelines outlined in the [Document Name]. We appreciate your patience and understanding. If you have any further questions, please do not hesitate to contact the [Department Name] at [Phone Number].

Sincerely,
[Signature]
[Name]
[Title]

Enclosed for you are [Number] copies of the [Document Name]. Please review these carefully. We are committed to providing you with the best possible service and will ensure that all your concerns are addressed.

Very truly yours,
[Signature]
[Name]
[Title]



November 7, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

Please accept the following letter as the YMCA Egleston Square Youth Center's formal support of the proposal submitted by the Egleston Square Coalition, acting through the Ecumenical Social Action Committee, Inc. (ESAC) to the Commonwealth of Massachusetts' Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

For Egleston Square, and other surrounding communities, the Greater Egleston Community High School represents a multi-tier success effort not only through its unique inception via a working partnership of residents, organizers, community agencies, and city offices, but more importantly, by the way it has positively impacted the lives of its students and surrounding communities. Under its current structure the school has not only provided broad based education for those attending, but also, it has created educational, cultural and recreational opportunities for the community at large.

Over the past two years, the Greater Egleston Community High School model has effectively assisted "high risk" labeled youth in obtaining a Boston Public School diploma, and most importantly, through interdisciplinary teaching, has helped them rediscover the lifelong learner and contributing responsible citizen within themselves.

It is the YMCA Egleston Square Youth Center's hope that the Executive Office of Education favorably reviews this proposal while fully understanding the positive implications of providing continuing support to The Greater Egleston Community High School.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eddie Ortega'.

Eddie Ortega
Director
YMCA Egleston Square

Egleston Square Youth Center

31-34 Washington Street
Jamaica Plain, MA 02130
(617) 522-0946

Branches

Allston/Brighton Family
Branch
Black Achievers Branch
Camping Services Branch
Central Branch
Charles River Family
Branch
Chester Family Branch
Eastern Middlesex Family
Branch
Hyde Park Family Branch
International Services
Branch
North Suburban Family
Branch
Roxbury Family Branch
South Cove Branch
Training, Inc. Branch
Waltham Family Branch
West Roxbury/Roslindale
Family Branch

Program Centers

Adolescent Parents' &
Children's Center
Egleston Square Youth
Center
Families In Transition

Offices

Metropolitan Offices
Management Resource
Center



YMCA Mission: To put Christian principles into practice through programs that build healthy body, mind, and spirit for all.



The Elizabeth Stone House

October 19, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA. 02108

Dear Ms. Robertson,

Please accept the following letter as the Elizabeth Stone House formal support of the Egleston Square Coalition's proposal to the Commonwealth of Massachusetts' Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

For over twenty years the Elizabeth Stone House has promoted individual, family, and community development in the Jamaica Plain and Roxbury neighborhoods through our innovative self-help, transitional housing, and economic development programs. As a community based organization and active member of the Egleston Square Coalition the Stone House has supported the Greater Egleston Community High School.

For Egleston Square, and other surrounding communities, the Greater Egleston Community High School represents a multi-tier success effort not only through its unique inception via a working partnership of residents, organizers, community agencies, and city offices, but more importantly by the way it positively impacted the lives of its students and surrounding communities. Under the current structure the school has not only provided broad based education for those attending, but also, it has created educational, cultural and recreational opportunities for the community at large.

Over the past two years, the Greater Egleston Community High School model has effectively assisted "high risk" labeled youth in obtaining a Boston Public School diploma, and most importantly, through interdisciplinary teaching has helped them rediscover the lifelong learner and contributing responsible citizen within themselves.

It is the hope of the Elizabeth Stone House that the Executive Office of Education, favorably review this proposal, fully understanding the positive implications of providing continuing support to the Greater Egleston Community High School.

Sincerely,

Laurie Holmes
Economic Development Coordinator



CWEC

Citywide Educational Coalition
37 Temple Place | 542-2835
Boston, Massachusetts 02111

November 10, 1994

Ms Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place
Boston, MA 02108

Dear Ms. Robertson:

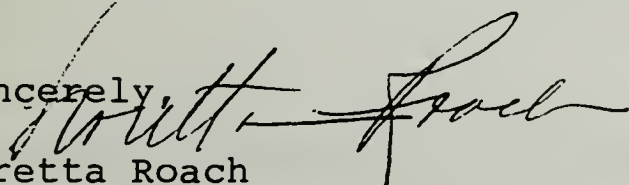
Please accept the following letter as The Citywide Educational Coalition's formal support of the proposal submitted by the Egleston Square Coalition, acting through the Ecumencial Social Action Committee, Inc. (ESAC) to the Commonwealth of Massachusetts Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

The Citywide Educational Coalition has a positive 23 year history of supporting innovative and responsive educational programs that meet the needs of students and parents. The Parents Institute for Quality Urban Education (PIQUE), a collaborative of parents groups and agencies was created in response to the need for strengthening and supporting parents and students as their own advocates. PIQUE a program under CWEC and in collaboration with the Latino Parent Association is prepared to work with The Greater Egleston Community High School, the parents and students in offering workshops, in decision making skills advocacy training and technical assistance.

The Citywide Educational Coalition is a strong supporter of the Greater Egleston Community High School. The model has effectively assisted "high risk" labeled student in obtaining a Boston Public diploma, and most importantly, through interdisciplinary teaching has help the students rediscover the value of education and to be a contributing responsible citizen with in themselves.

It is the Parents Institute for Quality Urban Education, and the Citywide Educational Coalition's hope that the Executive Office of Education favorably review this proposal, fully understanding the positive implications of providing continuing support to the Greater Egleston Community High School.

Sincerely,



Loretta Roach
Executive Director

HOPE



Hispanic Office of Planning and Evaluation Inc.

165 Brookside Ave. Extension
Jamaica Plain/Boston, MA 02130

Jose Duran M.C.P.
Executive Director

November 10, 1994

Dr. Piedad Robertson
Secretary of Education
Boston, MA

Dear Dr. Robertson:

On behalf of HOPE, the Hispanic Office of Planning and Evaluation, Inc., I am delighted to express our enthusiastic support of the application submitted by the Y.O.U. Greater Egleston Community School to become a Charter School.

We at HOPE have been involved with the Y.O.U. School on several innovative joint collaborations: for example, the HOPE Young Planners Program (which involved the Y.O.U. School, the Egleston Square Neighborhood Association and HOPE) and the "Universal Formula" Youth Leadership Initiative (replicated from HOPE's Poder Latino Youth Leadership and Peer Educators Program).

These collaborations have helped to advance the community networking and capacity-building goals of the Y.O.U. Program located at ESAC in Egleston Square. The Y.O.U. Community School -- catalyzed by the visionary leadership of its director: Beatriz McConnie Zapater -- has become a leading force and partner in the communitywide mobilization that is manifesting in the Greater Egleston neighborhoods and broader community. It is well known that the school has become well-integrated and interwoven with the larger community fabric: fulfilling one its core missions. We look forward to working even more closely with the school in the future through the numerous venues the school is providing for collaboration, coordination and cooperation among local community groups, organizations and individuals. We gratefully applaud the school's contributions as a unifying partner in the community.



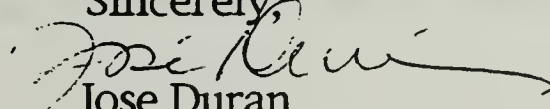
Letter of Support: Greater Egleston Y.O.U. Community School
To: Dr. Piedad Robertson, Secretary of Education Page 2 of 2

Clearly, the Greater Egleston Y.O.U. Community School is central to the Egleston Square neighborhood and larger community. As such, its students are being provided with an array of creative options for learning, leadership, service, individual, social and community development. The school's "high expectations" curriculum and "high responsibility" extra-curricular opportunities have provided creative, fun, intellectually challenging, disciplined and demanding options which students are pursuing with an enthusiasm, commitment and interest that has not generally characterized their prior schooling experiences.

What some may have considered as a "last chance" option for students, the Y.O.U. Community School has become one of the "best chance" opportunities and contexts to expose youth to -- and actively engage them in -- "equal chances to succeed". Perhaps the Y.O.U. Community School is best understood and appreciated as an "incubator" for designing, developing, implementing and evaluating innovative and theoretically-guided approaches to learning, teaching, and practice -- demonstrating results over time that will at once benefit students and community.

HOPE is proud to join with the many others who view the Y.O.U. Community School as a legitimate, viable and exemplary educational and community development institution. Our communities desperately need young and emerging leaders capable of interacting with broader society. Our support of the school is grounded in our belief that it will continue -- if supported by funders and the educational community -- to serve as a resource for, and a source of, educated high school graduates who understand their roles, rights and responsibilities as individual citizens and as members of broader society.

Granting of the Y.O.U. Community School's application for Charter status will indeed testify to the goals and objectives of the Charter Schools. We urge you to invest in our community and in broader society by granting their application. The returns on this investment will be many and growing over time.

Sincerely,

Jose Duran
Executive Director
HOPE



Action for Boston Community Development

Inc.

178 TREMONT STREET, BOSTON, MASSACHUSETTS 02111-1093
TELEPHONE: AREA CODE (617) 357-6000 FAX: (617) 357-6041

4 November 1994

Dr. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place
Room 1401
Boston, MA 02108

Dear Dr. Robertson,

Action for Boston Community Development, Inc. is pleased to submit this letter of support for the Greater Egleston Community High School's incorporation as a Charter School. The Greater Egleston Community High School proposal has been submitted by the Egleston Square Coalition, acting through the Ecumenical Social Action Committee (ESAC).

ABCD has been the operator of the University School, a youth alternative high school, since 1987. We have also recently been selected to operate the Downtown Evening Academy, a night school for working youth, as one of the BPS Pilot Schools.

In developing successful educational programs for youth who have not succeeded in the BPS mainstream, ABCD frequently works with ESAC and the YOU program. We share ESAC's conviction that in order to provide "at-risk" youth with real opportunities to escape poverty, schools must partner with their communities, particularly employers, community-based organizations, parents and families, and post-secondary educational institutions. Together, we are creating curricula and developing teaching and counseling methodologies that acknowledge the difficult realities of youths' lives, while helping them to acquire the critical thinking skills and self-confidence to build a better future for themselves and their communities.

In particular, we have started a new partnership around United Youth of Boston, a newspaper providing a citywide forum for youth voices. ABCD and ESAC youth alternative education students will publish their first collaborative issue of the paper in December. Together with ESAC, we look forward to consistently improving our efforts to reach and succeed with this population, and we respect ESAC's skill and expertise demonstrated by their very high quality program.

ABCD sincerely hopes that the Executive Office of Education will join the efforts of youth alternative education providers to reach high-risk youth, by choosing the Greater Egleston Community High School as a Charter School and providing it with the continuing support it needs to sustain and expand its positive impact on the Egleston Square community.

Sincerely,

Robert M. Coard
President/CEO

MARY C. CHIN, *Chairman*; JEAN M. BABCOCK, *Vice Chairman*; KATHLEEN FLYNN, *Vice Chairman*;
GREGORY GULLICKSON, *Vice Chairman*; DAVID L. E. HINDS, *Vice Chairman*;
EDRICK S. BAIN, *Treasurer*; MARK V. NUCCIO, ESQ., *Clerk*; ROBERT M. COARD, *President/CEO*



INQUILINOS BORICUAS EN ACCIÓN

*Villa Victoria • Inquilinos Boricuas en Acción • ETC Developers
25th Anniversary 1968-1993*

November 15, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson:

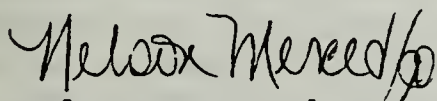
On behalf of Inquilinos Boricuas en Accion (IBA) we extend our support for the proposal submitted by the Egleston Square Coalition, acting through the Ecumencial Social Action Committee, Inc. (ESAC) for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

For Egleston Square, and other surrounding communities, the Greater Egleston Community High School represents a multi-tier success effort. Through a unique working partnership of residents, organizers, community agencies, and city offices, it has positively impacted the lives of its students and surrounding communities. Under its current structure the school has created educational, cultural and recreational opportunities for its students and the community at large.

Over the past two years, the Greater Egleston Community High School model has effectively assisted "high risk" youth in obtaining a Boston Public School diploma. More importantly, through interdisciplinary teaching, the school has helped them rediscover their capabilities for learning and contributing to their communities.

It is Inquilinos Boricuas en Accion's hope that the Executive Office of Education, favorably reviews this proposal and fully understand the positive implications of providing continuing support to the Greater Egleston Community High School.

Sincerely,



Nelson Merced,
Chief Executive Officer



PEOPLE WORKING TOGETHER FOR A BETTER FUTURE IN VILLA VICTORIA
TRABAJAMOS JUNTOS POR UN FUTURO MEJOR EN VILLA VICTORIA

405 Shawmut Ave. Boston, Massachusetts 02118 U.S.A. Tel. (617) 262-1342 Fax (617) 536-5816



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1954

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THE ORAL HISTORY CENTER

18

The Oral History Center
25 West Street, 2nd Floor
Boston, MA 02111
(617) 423-2722

or

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

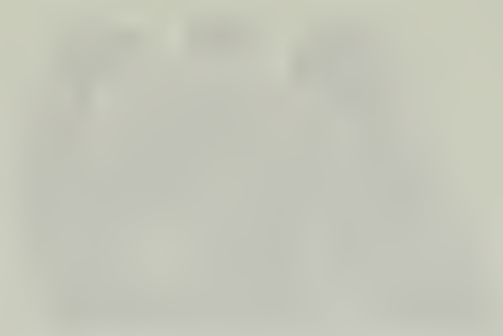
November 9, 1994

Dear Ms. Robertson,

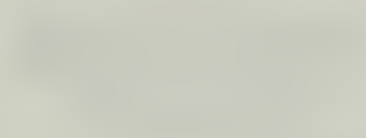
I am writing to add The Oral History Center's support to the proposal submitted by the Egleston Square Coalition, acting through the Ecumenical Social Action Committee, Inc. (ESAC), to incorporate the Greater Egleston Community High School as a Charter School.

The Oral History Center has over ten years of experience working to build bridges across differences in the communities of Greater Boston. This past year, we conducted several workshops and training sessions for the Greater Egleston Community High School. This contact enabled us to witness firsthand the school's commitment to acknowledge and honor the experiences that their students bring with them to the classroom and to utilize the knowledge contained within them as an integral part of their curriculum.

The Greater Egleston Community High School goes beyond this, however, to reach out and honor the experiences and knowledge of the community it is located in. This summer, the students took part in an oral history project, interviewing elders in their community about changes in Egleston Square over time. This project accomplished many things. It served to document and celebrate the lives and contributions of the elders in the community; to involve the students in a hands-on learning project; to promote relationships across generations; and to help everyone involved gain a new perspective on the relationship between their individual stories and the broader social forces in their community. This emphasis on learning processes which build community by involving people in exploring and addressing the issues they face is typical of the school's approach to education. It is also one which is desperately needed if we are to reach the youth who have not be captured by their education to date.



THE UNIVERSITY OF CHICAGO



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CHICAGO, ILLINOIS

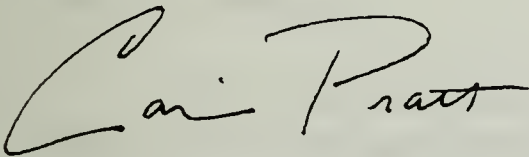
CHICAGO, ILLINOIS

Through projects like this, the Greater Egleston Community High School model had effectively assisted "at-risk" youth in obtaining a Boston Public High School diploma. More importantly, it has helped them to rediscover the joy of learning by linking education to their lives and placing themselves and their community at the center of their intellectual inquiry. This is the kind of education that Massachusetts needs.

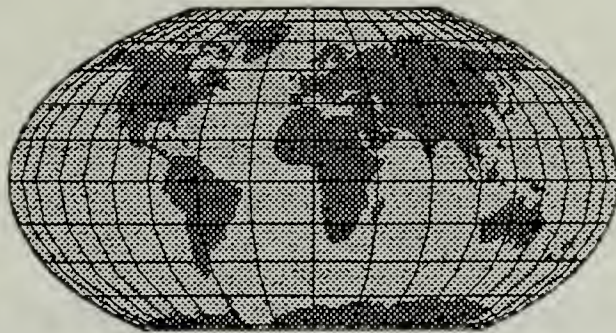
The Oral History Center strongly endorses the granting of a Charter to the Greater Egleston Community School, and urges the Executive Office of Education to do the same. Initiatives like this one hold out hope to the youth we have failed to reach, and offer the promise of an education which, by grounding them strongly within a community, frees them to explore the world.

We look forward to your favorable response.

Sincerely,

A handwritten signature in cursive script, reading "Carrie Pratt". The signature is written in dark ink and is positioned above the typed name and title.

Carrie Pratt
Acting Executive Director



MULTICULTURAL MIDDLE COLLEGE HIGH SCHOOL
at Roxbury Community College

Nov. 8, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Ma. 02108

Dear Ms. Robertson,

Please accept the following letter as the Multicultural Middle College's formal support of the proposal submitted by the Egleston Square Coalition, acting through the Ecumenical Social Action Committee, Inc. (ESAC) to the Commonwealth of Massachusetts' Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

The Multicultural Middle College (MMCHS) has had the opportunity to work with the GECHS program since last year. The staff and students of GECHS kindly allowed our students access to their computer lab on a weekly basis. Our students interacted with the GECHS students and staff in a very positive way. We could see firsthand the excellent educational opportunities being provided to the students in that community.

As Teacher in Charge of the MMCHS, I have had the great fortune to work collaboratively with Ms. Zapater on issues relating to alternative school programs. She is a tremendous source of information about the community and is very open to sharing and involving others.

For Egleston Square, and other surrounding communities, the Greater Egleston Community High School represents a multi-tier success effort not only through its unique inception via a working partnership of residents, organizers, community agencies, and city offices, but more importantly by the way it has positively impacted the lives of its students and surrounding communities. Under its current structure the school has not only provided broad based education for those attending, but also, it has created educational, cultural and recreational opportunities for the community at large.

Over the past two years, the Greater Egleston Community High School model has effectively assisted "high risk" labeled youth in obtaining a Boston Public School diploma,

1234 Columbus Ave. Roxbury Crossing, Ma. 02120 ph. 541-5348

p. 2

and most importantly, through interdisciplinary teaching has helped them rediscover the lifelong learner and contributing responsible citizen within themselves.

It is Multicultural Middle College High School's hope that the Executive Office of Education, favorably reviews this proposal, fully understanding the positive implications of providing continuing support to The Greater Egleston Community High School.

Sincerely,

A handwritten signature in cursive script that reads "Lisa Pred-Sosa". The signature is fluid and elegant, with the first name "Lisa" and last name "Pred-Sosa" clearly distinguishable.

Lisa Pred-Sosa
Teacher in Charge

THE UNIVERSITY OF CHICAGO

1933

KUNDALINI YOGA FOR TEENS

**Ms. Sat Kartar K. Khalsa
368 Village Street
Millis, MA 02054**

November 8, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Madame Secretary:

Please accept this letter as a demonstration of my sincere support of the proposal submitted by the Egelston Square Coalition, acting through the Ecumenical Social Action Committee, Inc. (ESAC) to the Commonwealth of Massachusetts' Executive Office of Education, for the purpose of incorporating the Greater Egelston Community High School as a Charter School.

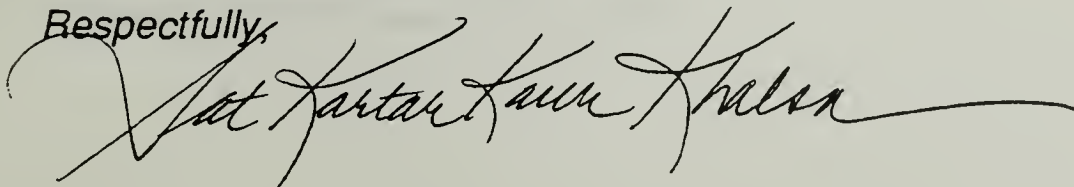
Since early 1993, I have had the honor of teaching a weekly class in Kundalini Yoga, Relaxation and Meditation to the students of Greater Egelston Community High School. As the well-being of "high risk" youth is of particular interest to me, I have had more than a casual interest in the philosophy, teaching approach, structure, policies and interpersonal dynamics of the school. As a teacher, I have had the opportunity to observe many approaches to working with teens in the various facilities in which I teach.

The obstacles to connecting with this population of students are numerous, diverse, delicate, intense, and complex. It has been my observation that a uniquely dynamic, flexible, intuitive and personal approach is required to establish, nurture and maintain a relationship with and an environment in which the students can gain inner balance, self-esteem, perseverance, belief in oneself, and trust of others. Greater Egelston Community High School has created just such an environment and relationship with the students in the most profound sense.

I have been deeply impressed not only with the sensitive approach to the high school students, but also with their dedication to the building of a strong, surrounding community. The school has funded numerous programs in the outside community and has brought a strong sense of coherence, strength, hope and pride to a previously desperate community.

With a highly dedicated staff, a progressive, expansive, empowering philosophy, and a strong network of resources and support in the community, Greater Egelston Community High School is a model of success and achievement in a most crucial battle to reintegrate these youth and build strong, healthy neighborhoods in Boston. I strongly urge the Executive Office of Education to favorably review this proposal incorporating Greater Egelston Community High School as a Charter School.

Respectfully,



THE HISTORY OF THE CITY OF BOSTON

BY
JOSEPH NEALE

IN TWO VOLUMES.
VOL. I.

LONDON:
PRINTED BY J. JOHNSON, ST. PAUL'S CHURCH-YARD.

THE HISTORY OF THE CITY OF BOSTON, FROM THE FIRST SETTLEMENT, IN 1630, TO THE PRESENT TIME. IN TWO VOLUMES. VOL. I.

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Shoshana Rosenfeld, RN, MPH

48 Kidder Ave. Somerville, MA 02144 Phone & Fax 617.625.3223

November 7, 1994

Ms. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson,

Please accept the following letter as my formal support of the proposal submitted by the Egleston Square Coalition, acting through the Ecumenical Social Action Committee, Inc. (ESAC) to the Commonwealth of Massachusetts' Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

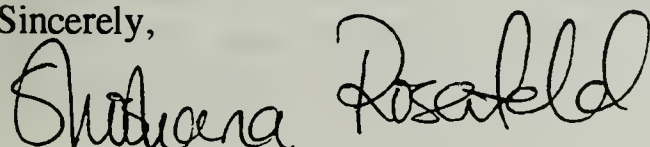
As an independent consultant, I have worked with the High School to plan and implement several health education programs over the last two years. These programs have addressed such topics as adolescent sexuality, HIV prevention education, and making schools safer for gay and lesbian youth (funded by the DOE *Safe Schools* Program). I continue to be impressed by the commitment of the High School to address, in a comprehensive and responsible manner, sensitive health issues that potentially threaten the lives of it's students.

For Egleston Square, and other surrounding communities, the Greater Egleston Community High School represents a multi-tier success effort not only through its unique inception via a working partnership of residents, organizers, community agencies and city offices, but more importantly by the way it has positively impacted the lives of its students and surrounding communities. Under its current structure the school has not only provided broad based education for those attending, but also, it has created educational, cultural and recreational opportunities for the community at large.

Over the past two years, the Greater Egleston Community High School model has effectively assisted "high risk" labeled youth in obtaining a Boston Public School diploma, and most importantly, through interdisciplinary teaching has helped them rediscover the lifelong learner and contributing responsible citizen within themselves.

It is my hope that the Executive Office of Education favorably reviews this proposal, fully understanding the positive implications of providing continuing support to The Greater Egleston Community High School.

Sincerely,



Shoshana Rosenfeld, RN, MPH
Adolescent Health Education Specialist

November 15, 1994

Ms. Piedad Robertson, Secretary of Education
Executive Office of Education
One Ashburton Place
Boston, MA

Dear Madame Secretary,

After forty years as a member of the political science departments in the College of the city of New York, Columbia College, Boston University, and the Harvard University Extension School, I began to teach on 1993 as volunteer at the Greater Egleston Community High School. I had no idea what to expect, but it became apparent to me that the staff was literally saving the lives of dozens of students. This sounds highly dramatic but in fact, the school has altered the lives of many students so profoundly that they are now doing well in junior colleges, and several are about to take the SAT after weeks of careful preparation.

The magnitude of achievement can be appreciated only if one is aware of the life history of our students. We are not teaching suburban kids. Our students have been battered or abused. Many have no fathers, working mothers, and live in poverty. The violence and the depravation has caused many Egleston students to seek peace. Many who were unfocused when they came to Egleston know now that they want to be peer counselors or social workers, teachers or police women - occupations which reflect Egleston's ethic of community service.

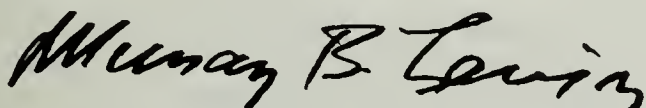
The important fact about Egleston is that the teachers, who are skilled and devoted, succeed in getting students to do homework, to ask questions in class, and to discuss material. The important fact is that the math teacher takes kids with sixth grade skills and teaches them algebra, or even geometry, and that the English teacher takes kids who are almost illiterate and has them reading The Invisible Man. The important thing is that when Egleston students enter our school they know literally nothing about geography, history or current events and by the time they leave, our social science teachers has taught them, not only the fundamentals of geography and American History, but also some essentials of Black and Latino history.

The staff at Egleston are extraordinary. They are deeply committed to the students and provide emotional support as well as academic skills. They are patient but firm and they have not lost faith in the ability of our students to learn.

Egleston is truly an alternative school willing to try innovative and highly experimental programs. The social science teacher, for example, teaches a course on the holocaust which relates the destruction of European Jewry to the black holocaust. In September of 1994 I offered a tutorial of called First Person History which was designed to develop and stimulate critical thinking by analyzing the Cuban Missile Crisis and the decision to drop the atomic bomb, using only original documents.

Egleston succeeds because it is innovative, caring and persistent.

Sincerely,

A handwritten signature in cursive script that reads "Murray B. Levin". The signature is written in dark ink and is positioned above the typed name.

Murray B. Levin, Professor Emeritus
Boston University
Harvard University Extension School

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE
OFFICE OF THE CURATOR
OF THE MUSEUM OF ARTS
AND ARCHITECTURE
540 EAST 57TH STREET
CHICAGO, ILLINOIS 60637
TEL: 773-936-5000
FAX: 773-936-5001
WWW.MUSEUMOFARTS.ORG

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
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540 EAST 57TH STREET
CHICAGO, ILLINOIS 60637
TEL: 773-936-5000
FAX: 773-936-5001
WWW.MUSEUMOFARTS.ORG

November 18, 1994

Mr. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Ma. 02108

Dear Mr. Robertson:

Please accept the following letter as a parent of a former student of Esac to formally support the proposal submitted by the Egleston Square Coalition acting through the Ecumencial Social Action Committee, Inc. (ESAC) to the Commonwealth of Massachusetts' Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

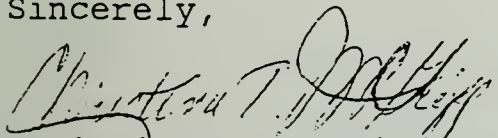
My son was among the first set of students who had an opportunity to attend Esac. It was an alternative school to the Boston Public High. He has a lot of potential and this type school being available in his community was ideal. He was consistently exhibiting behavior that would otherwise have dismissed him from the school system completely. Fortunately the school was available and located within walking distance from his home.

For Egleston Square, and other surrounding communities, the Greater Egleston Community High School represents a multi-success effort not only through its unique inception via a working partnership of residents, organizers, community agencies and city offices, but more importantly by the way it has positively impacted the lives of its student and surrounding communities. Under its current structure the school has not only provided broad based education for those attending, but also, it has created educational, cultural and recreational opportunities for the community at large.

Over the past two years, the Greater Egleston Community High School model has effectively assisted "high risk" labeled youth in obtaining a Boston Public School diploma, and most importantly, through interdisciplinary teaching has helped them rediscover the lifelong learner and contributing responsible citizen within themselves.

It is Christina T. McGriff Gonzales Baugh's hope that the Executive Office of Education, favorably reviews this proposal, fully understanding the positive implication of providing continuing support to The Greater Egleston Community High School.

Sincerely,


Christina T. McGriff
Esac Board Member
Jamaica Plains Resident

November 18, 1994

Mr. Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Ma. 02108

Dear Mr. Robertson:

Please accept the following letter as a parent of a former student of Esac to formally support the proposal submitted by the Egleston Square Coalition acting through the Ecumencial Social Action Committee, Inc. (ESAC) to the Commonwealth of Massachusetts' Executive Office of Education, for the purpose of incorporating the Greater Egleston Community High School as a Charter School.

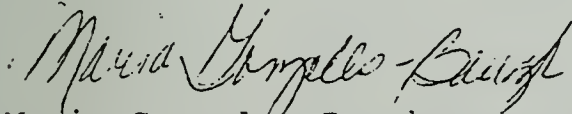
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For Egleston Square, and other surrounding communities, the Greater Egleston Community High School represents a multi-success effort not only through its unique inception via a working partnership of residents, organizers, community agencies and city offices, but more importantly by the way it has positively impacted the lives of its student and surronunding communities. Under its current structure the school has not only provided broad based education for those attending, but also, it has created educational, cultural and recreational opportunities fo the community at large.

Over the past two years, the Greater Egleston Community High School model has effectively assisted "high risk" labeled youth in obtaining a Boston Public School diploma, and most importantly, through interdisciplinary teaching has helped them rediscover the lifelong learner and contributing responsible citizen within themselves.

It is Maria Gonzales Baugh hope that the Executieve Office of Education, favorably reviews this proposal, fully understanding the positive implication of providing continuing support to The Greater Egleston Community High School.

Sincerely,



Maria Gonzales-Baugh
Boston Public School Teacher
Jamaica Plains Resident

*J. GECHS Individual/Family
Service Plan*

Y.O.U. for Greater Egleston

Greater Egleston Community High School Individual & Family Service Plan

Staff Person: _____ Date: _____

I GENERAL INFORMATION

Name: _____ Social Security # _____

Date of Birth: _____ Age: _____

Address: _____ Telephone: (home) _____
(work) _____

Ethnic Background: _____

Student's primary Language: _____

How did you hear about us?(eg: school counselor, court, parent, self) please explain briefly:

Do you have any children? yes no If yes, how many? _____

What are their: Names ages

Do you use childcare? yes no

Do you need childcare? yes no

(If yes, please put a checkmark in front of the child's name)

Other Comments:

II STUDENT'S MEDICAL INFORMATION

Do you have medical insurance: (circle one) yes no

Which one? _____

In case of an emergency, please provide us with the following information:

Name of hospital or health center: _____

Address: _____

Health Plan Number: _____

Doctor's Name: _____

When was your last Doctor's visit? _____

Where? _____

What for? _____

When was your last full physical exam? _____

Do you have any physical condition we should be aware of? yes no

Which one? _____

no

Comments:

Verbal: _____

Physical: _____

Mental (including cognition): _____

Social (including emotional):

IV FAMILY PROFILE

Name of primary guardian: _____

Relationship : _____

Court appointed: (circle one) yes no

Address and Telephone # (if different from student's) _____

If not living with guardian, describe living situation: _____

Number of persons living in household: _____

Number of siblings _____ Number living in student's household _____ .

Primary language spoken at home: _____

1. Mother/Female Guardian's Name: _____

Working? _____ In School? _____ Other: _____

2. Father/Male Guardian's Name: _____

Working? _____ In School? _____ Other: _____

3. Spouse/Significant other's Name: _____

Working? _____ In School? _____ Other: _____

4. Other female relative: _____ relationship _____

Working? _____ In School? _____ Other: _____

5. Other male relative: _____ relationship _____

Working? _____ In School? _____ Other: _____

Family Identified Needs: (Education, Social, Medical, Other)

Name: _____ Service: _____

Name: _____ Service: _____

Name: _____ Service: _____

V COURT INVOLVEMENT

Have your ever had any court involvement? yes no

Present Case:

Probation Officer/Court: _____

Incident: _____

Date: _____

Comments: _____

Previous Case:

Probation Officer/Court: _____

Incident: _____

Comments: _____

VI

PERSONAL

What part of your life, or which personal skill are you most proud of?

Describe an occasion where you encountered a personal conflict and how you overcame it? (example: fear of the dark, riding a bicycle, learning to swim, traveling alone)

What personal skills do you possess, which you think helped you solve this problem?
(example: curiosity, courage, strength)

Do you make friends easily?

What do you think of your friends?

Do you feel like your friends are sometimes wrong when they do certain things? yes no

Have you ever told them they were wrong? yes no

How did you feel telling them they were wrong, or about not saying anything?

EDUCATION

How do you generally feel about coming to school?

(pick one)

 I like school all of the time

 I like school half of the time

Have you ever thought about going to:

_____ College _____ Technical School? Which field?

 Coast Guard Military Service? Which branch?

What subject/s did you enjoy most last year?

Why?

Have you ever participated in any afterschool projects? yes no

If yes, which ones or what kinds?

Did you enjoy them?

What kinds of projects would you be interested in working in? (circle one or more)

Athletic Drawing Music Science Video History

Other/s:

VI CAREER AND/OR VOCATIONAL EXPLORATION

VOCATIONAL EXPLORATION

Expressed personal interests: _____

Has an aptitude test ever been administered?(please circle one) yes no

If yes, which one? _____

Where? _____

Results:

What skills are already possessed? _____

Which ones need to be developed? _____

POST SECONDARY EDUCATION

Have you ever been on a college visit? (please circle one) yes no

If yes, please list their names:

1. _____

2. _____

3. _____

Please list at least three colleges, universities, vocational or technical institutes you would interested in visiting, or know more about.

1. _____

2. _____

3. _____

TESTING

PSAT prep?(please circle one) yes no

Date of PSAT _____

PSAT Scores: Verbal _____ Math _____

SAT prep?(please circle one) yes no

SAT Scores: Date: _____ Verbal _____ Math _____

SAT Scores: Date: _____ Verbal _____ Math _____

SAT Scores: Date: _____ Verbal _____ Math _____

TOEFL prep?(please circle one) yes no

TOEFL Scores: Verbal _____ Math _____

Achievement Scores:

Date: _____ Test _____ Score _____

Date: _____ Test _____ Score _____

Date: _____ Test _____ Score _____

Date: _____ Test _____ Score _____

THE HISTORY OF THE

REIGN OF

CHARLES

THE FIRST

OF GREAT BRITAIN

BY

JOHN HALLAM

ESQ.

OF LINCOLN'S INN

IN TWO VOLUMES

LONDON

PRINTED BY

J. JOHNSON

ST. PAULS CHURCH-YARD

1819

IN TWO VOLUMES

THE FIRST

VOLUME

CONTAINS

THE HISTORY

OF

THE

REIGN

OF

CHARLES

THE

FIRST

VII LIFE SKILLS

Which of the topics mentioned below have you received education/information about, or would like to? Please check as many as apply.

	Have received	Want information
Job search information	_____	_____
Apartment hunting information	_____	_____
Financial / Budget planning	_____	_____
Values clarification	_____	_____
Nutrition information	_____	_____
Health and sexuality information	_____	_____
Drug and alcohol training	_____	_____
Legal rights	_____	_____
Drivers education	_____	_____
Parenting Skills	_____	_____
Other: _____	_____	_____

VII STATEMENT OF APPROVAL

I have had the opportunity to be involved in and contribute to the development of this:
Individual & Family Service Plan.

*He tenido la oportunidad de participar y contribuir al desarrollo de este:
Plan de Servicio Individual y Familiar*

Please check one of the following:
Por favor marque uno de los siguientes:

Student/Estudiante		Guardian/Guardian
_____	I agree with the plan and its provisions	_____
_____	<i>Estoy de acuerdo con el plan y sus provisiones</i>	_____
_____	I disagree with the plan	_____
_____	<i>Estoy en desacuerdo con el plan</i>	_____

_____ Date: ____/____/____
Student's Signature/Firma del Estudiante

_____ Date: ____/____/____
Guardian's Signature/Firma del Guardian

_____ Date: ____/____/____
Case Manager's Signature

SERVICE DELIVERY ACTION PLAN ACTIVITY LOG SHEET

Page # _____

Student's Name: _____

Date of enrollment: / /

[illegible]

SERVICE DELIVERY ACTION PLAN

STUDENT NAME:

COUNSELOR:

FROM: / / TO: / /

TODAY'S DATE / /

This form is to be completed one month after student's enrollment.

Enrollment date: / /

Presenting Problem/Area of Concern or Improvement:

ACADEMIC GOAL

OBJECTIVE (measurable)

New:

Cont: (Example): To Graduate from GECHS and go to a four year College.

I. (Example): Monitor academic content and performance

ACTIVITY:

COMMENTS:

a. Meet with each teacher to discuss and develop an academic plan which addresses implementation.

b. Implement plan

c. Regularly meet with Counselor to monitor academic progress and discuss College selections.

d. Read "Moving On," and fill out self evaluation form.

OUTCOME

(quarterly)

DATE

Achieved

Not Achieved

Emerging Skill

N/A Not Addressed

Needs Modification

Comments:

SERVICE DELIVERY ACTION PLAN

STUDENT NAME:

COUNSELOR:

FROM: ____/____/____ TO: ____/____/____

TODAY'S DATE ____/____/____

This form is to be completed one month after student's enrollment.

Enrollment date: ____/____/____

Presenting Problem/Area of Concern or Improvement:

PERSONAL GOAL

OBJECTIVE (measurable)

New:

Cont:

I.

ACTIVITY:

COMMENTS:

a.

b.

c.

d.

OUTCOME

(quarterly)

DATE

Achieved

Not Achieved

Emerging Skill

N/A Not Addressed

Needs Modification

Comments:

STUDENT NAME:
COUNSELOR:

TODAY'S DATE ____/____/____

This form is to be completed one month after student's enrollment.

Enrollment date: ____/____/____

Presenting Problem/Area of Concern or Improvement:

VOCATIONAL GOAL

OBJECTIVE (measurable)

New:
Cont:

I.

ACTIVITY:

COMMENTS:

a.

b.

c.

d.

OUTCOME (quarterly)

DATE ____/____/____

Achieved
Comments:

Not Achieved

Emerging Skill

N/A Not Addressed

Needs Modification

STUDENT NAME: _____
COUNSELOR: _____

TODAY'S DATE ____ / ____ / ____

This form is to be completed one month after student's enrollment.

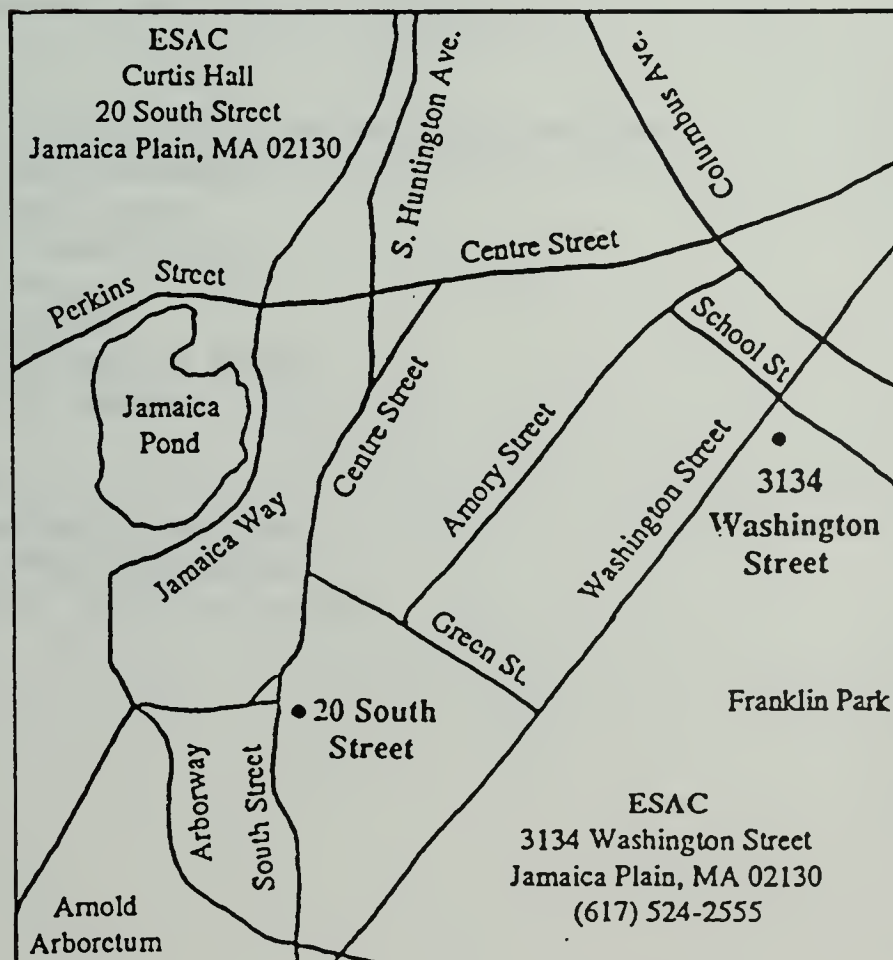
Enrollment date: ____ / ____ / ____

Presenting Problem/Area of Concern or Improvement:

SOCIAL/COLLABORATIVE GOAL		OBJECTIVE (measurable)
New: Cont:	I.	
ACTIVITY:		COMMENTS:
a.		
b.		
c.		
d.		
OUTCOME (quarterly)		DATE ____ / ____ / ____
Achieved Comments:	Not Achieved	Emerging Skill N/A Not Addressed Needs Modification

K. ESAC Personnel Policies

Ecumenical Social Action Committee



ECUMENICAL SOCIAL ACTION COMMITTEE

Personnel Policy Handbook

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THE STATE OF NEW YORK

IN SENATE

JANUARY 18, 1891

REPORT

OF THE

COMMISSIONERS

OF THE LAND OFFICE

FOR THE YEAR 1890

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I. INTRODUCTION

A. Agency History, Purpose and Mission

The Ecumenical Social Action Committee, Inc., (ESAC), is a multi-service, community-based, social service agency which works to serve the needs of residents of Jamaica Plain and its surrounding neighborhoods.

Founded in 1965 and incorporated in 1968 by seven area churches, the agency was strongly supported by those churches for many years. The Board of Directors was primarily church delegates, the ESAC offices were located at St. Andrew's Methodist Church on Atherton Street, and the constituency was Jamaica Plain residents. While still based in Jamaica Plain, ESAC's service area now includes the broader area of Boston neighborhoods - Roxbury, the South End, Mission Hill, Mattapan, Dorchester, Roslindale, West Roxbury, Hyde Park, and Allston-Brighton.

ESAC is now Jamaica Plain's most comprehensive community-based agency. All of the programs encourage the active participation of all residents in the life of the community. Whenever and wherever possible, staff collaborate with families, human service groups, churches, community development organizations, and public agencies to improve the quality of life for those living in Jamaica Plain and adjacent neighborhoods.

ESAC's programs for youth and the elderly offer social services in the form of counseling and support services, employment and training services, and housing assistance to the elderly; counseling, education, vocational and pre-employment services to youth.

The agency currently has offices at two sites. The site at 3134 Washington Street near Egleston Square houses the agency's administrative offices and Youth Services' classrooms and counseling space. In addition, Youth Service's school-based staff have offices at the Thompson, Lewenberg, and Mary Curley Middle Schools in Roxbury and Jamaica Plain. ESAC's Housing Assistance and Senior Services Programs - the Senior Team, and Mature Workers project, are all located on the 4th floor of Curtis Hall at 20 South Street.

B. Agency Structure

As a non-profit organization, ESAC is governed by a Board of Directors who shape agency policy. Membership on the Board is open to those who are interested and available to participate in planning for services which stabilize and renew the Jamaica Plain community and other neighborhoods of Boston.

The Executive Director is the chief administrative officer of the agency, and each of ESAC's divisions - Youth Services, Housing Assistance, and Senior Services - is headed by a Program Director.

II. POLICIES

This statement of Personnel Policies has been prepared to record the policies that are in use. It is a way of sharing information regarding the agency's policies, and providing a reference document for all staff.

A. Equal Employment Opportunity/Non-Discrimination

ESAC is based in a multi-lingual, multi-cultural community, and is committed to recruit and hire staff so as to represent the populations the agency serves. The agency does not discriminate on the basis of age, color, creed, handicap, parental or marital status, religious belief, political affiliation, sex, sexual preference, or union activity.

B. Recruitment - Staff Selection - Promotion

ESAC's commitment to affirmative action is reflected in its recruitment and hiring policies. All job openings are circulated and posted within the agency. These postings will include the following information:

- 1) date of posting and final date for receipt of applications
- 2) job title
- 3) salary range
- 4) basic functions and responsibilities
- 5) necessary qualifications, including educational credentials and applicable work experience
- 6) weekly work schedule

All employees are eligible to apply for posted positions.

After openings have been posted for five working days, advertisements for positions are placed in publications with a significant minority readership. Informal requests for applicant referrals are also sent to a wide network of colleague agencies.

In a situation where two final candidates may have similar qualifications, the agency policy is to first offer the position to the candidate who can best contribute to the agency's affirmative action goals.

As with new hires, ESAC commits itself to active affirmative action recruitment for promotions within the agency.

C. Union Information

During the fall of 1983, ESAC staff voted to begin collective bargaining negotiations between ESAC management and District 65 UAW-AFL CIO. The results of the current Collective Bargaining agreement are incorporated into these personnel policies. According to the Union contract, the purpose of the bargaining agreement is to "better ensure the quality of services provided by the Agency while providing the best possible working conditions for agency staff." All ESAC Bargaining Unit staff are eligible to choose District 65 UAW-AFL CIO to represent them.

Union membership is optional for bargaining unit staff. According to the Union contract, all bargaining unit members must pay an initiation fee and union dues which are based on a percentage of current salary. The Union neither provides benefits for, nor requires payment from eligible employees during their initial three-month probationary period. Under the terms of the Union contract, non-members are subject to the same conditions as union members regarding the workplace.

The Agency recognizes three Union Stewards elected by union members, who handle any union-related matters. Stewards meet with newly hired bargaining unit staff during the probationary period to explain details of union membership and to answer questions about union activities. There is a Union bulletin board at each ESAC office which is used for posting union notices and announcements. District 65 representatives may meet with agency employees by prior arrangement with the Executive Director.

D. Salary - Travel Compensation - Anniversary Date System

Salary

Salary is set when an employee is hired. Salaries for Bargaining Unit staff are governed by the current Union contract. Management salaries are set and adjusted by the Executive Director.

Travel Compensation

The agency reimburses staff quarterly for work-related travel based on completion of a form documenting mileage, public transportation, and parking costs. The current rate of reimbursement is \$0.22 per mile. These forms are submitted by staff to their Program Director for signature and then to the Executive Director for approval.

Hire Date/Anniversary Date

The first day of employment is an employee's hire date and this date serves as the "marker" for calculating annual earned leave and floating holiday time. In most instances it is also the employee's anniversary date and as such is used for performance evaluations and calculating salary changes. An employee's anniversary date changes only when an employee changes jobs within the agency. Timing of performance evaluations and salary adjustments are based on the anniversary date of an employee in his/her current position; the hire date remains the same.

E. Work Hours - Pay Day - Leave Time

Work Hours

Individual employee schedules are arranged between staff and his or her supervisor, taking into account any funding or contract requirements which may dictate a particular schedule. While several programs have a need for service to begin earlier, full-time (40 hr/week) staff are expected to begin the majority of their work days at 9:00 am and end them at 5:00 pm. The same principle applies for staff working a part-time schedule - a majority of work days should begin at 9:00 am and end in the office at the employee's regularly scheduled end of the day.

Full-time staff are entitled to a 60-minute lunch break each day. Although employees may schedule their lunch hour with some flexibility, the agency requests that the hour be used at a time other than the first or last hour of the work day. Generally, a lunch break is to be taken between 11:00 am and 2:00 pm.

The sign-in sheet in each location is an important record of where each employee is during the day and should be used to log all "in" and "out" time, including lunch breaks. Employees are expected to write their daily schedules in the office schedule book in a manner which clearly indicates when and where they plan to be during the work day.

It is understood that special needs, client emergencies, unplanned circumstances, and part-time status may all affect an employee's work schedule. Changes in an employee's regular schedule are to be discussed in advance and approved by the appropriate Program Director. Unplanned or emergency situations should be discussed with the supervisor as soon as is feasible.

As salaried employees, staff do not receive overtime compensation but may accrue compensatory time (comp time), with advance authorization from the Program Director. All previously authorized time worked beyond an employee's regular weekly schedule is accrued at a 1-for-1 rate up to a maximum of 40 hours. Time accrued in this manner is recorded on an employee's bi-weekly time sheet and must be used within 120 days of the date earned, or it will be forfeited.

Pay Day

ESAC issues paychecks every other Friday based on time-sheets submitted the previous Friday. Each supervisor signs the time-sheets, authorizing any paid leave or comp time, and submits them to the Executive Director for approval no later than Monday morning. Requests for advance payment of vacation time are submitted in the same manner.

Leave Time

ESAC operates on a system of Earned Leave Time which is a combination of the traditional "vacation" and "sick time". Other than Holiday time and several special paid leave categories, paid leave is recorded on time sheets as Earned Leave. Employees accumulate earned leave time at the following rates:

- 25 days per year for the first two years
- 27 days per year for the third through fifth years
- 30 days per year after five years of employment.

Employees whose work schedule is less than 40 hours per week but at least 20 hours per week, receive a proportionate amount of all paid leave time. Earned Leave is credited to employees on a monthly basis and information showing the current amounts of Earned Leave and Floating Holiday time is provided for staff each month. Full-time employees can accrue up to 35 days (280 hours) of Earned Leave; a pro-rated amount for part-time staff. Beyond that, Earned Leave time will not accumulate.

In consideration of program scheduling, prior arrangements between employees and their supervisors are necessary when taking planned time off from work. Supervisors are to be notified in advance whenever an employee plans to be out of work for reasons other than illness. Employees should record leave time in the "Sign-In/Out" book and, of course, on their bi-weekly time-sheets

When an employee leaves the agency, any remaining accrued Earned Leave is considered to be 75% sick time and 25% vacation time, and employees are paid for the cash value of this vacation time (25% of remaining Earned Leave time).

F. Personnel Files

Upon request, each employee has access to his or her personnel file. Written comments by an employee concerning the contents of his or her personnel file become a permanent part of the file. Employees are provided with copies of anything placed in their file within 5 working days. ESAC, in maintaining personnel records, gives the highest priority to accuracy, fairness, and confidentiality, and will therefore not release any file information to non-agency personnel without a written authorization from the employee.

G. Status - Probation - Seniority

Status

Full-time employees are those staff employed for a minimum of 30 hours per week. Employees who work less than 30 hours per week are considered part-time staff. Staff whose weekly schedule is less than 40 hours but is at least 20 hours, are eligible for ESAC's group medical insurance benefits as well as pro-rated amounts of earned leave, holiday, and other paid leave time. Employees working less than 20 hours per week in a permanent position, while also considered part-time, are not eligible for any health or life insurance benefits, holiday or floating holiday time.

Temporary employees are those hired for a specified period of time to fill a vacancy, replace an employee who is on leave, or to fill a special assignment. Temporary employees are not eligible for any benefits, including those covered under the Union contract until he/she works more than 90 calendar days. Seniority and benefits are then retroactive to the first day of employment.

Employees temporarily assigned to a position with a higher salary for more than 30 days will receive the higher salary retroactive to the first day of the temporary assignment. If the temporary assignment exceeds 90 days, the Executive Director will review the position to determine appropriate action. These assignments are optional for employees.

Probation

Each newly hired employee has an initial three-month probationary period which is the first 90 days, including the anniversary date of his or her employment. If necessary, with two weeks notice, and agreement from the Executive Director, a supervisor can extend the probationary period by 30 days.

An employee who is terminated during the probationary period will receive a written explanation for his or her dismissal, but no further evaluation or recourse will be available for the employee.

Seniority

Seniority is the total time an employee works at ESAC and amount of seniority is used when considering:

- 1) choices of leave time
- 2) promotions and transfers
- 3) lay-offs
- 4) any other conflicting benefit situations between staff which cannot otherwise be settled.

H. Evaluation of Employees

Written evaluations provide a permanent record of work performance, establish goals for the coming year, and effect appropriate communication between the staff member and supervisor. Staff at ESAC receive a written performance evaluation before the end of their probationary period, and at least once a year at the employee's anniversary date. Employee input to the evaluation is an important part of the process and an evaluation is reviewed by the supervisor and staff member before it is signed by the employee and becomes part of his or her personnel file.

I. Health and Safety

The agency's health and safety policy assures an employee of the right to refuse to deliver services in situations which he or she believes to be dangerous or hazardous to his or her health. The employee must report the unhealthful situation to his/her supervisor and, in the case of an on-going situation, an alternative means of service delivery must be negotiated, provided that the basic job requirements of the employee are not compromised.

ESAC recognizes that no employee should be subject to sexual harassment, nor engage in sexually harassing activities. Reference to sexual harassment includes any unwanted sexual attention, whether physical, verbal, or otherwise. An employee would pursue the grievance procedure for immediate resolution of the harassment. In extreme cases, employees are able to transfer to an equivalent position at the same salary, assuming a vacancy exists, or he/she can choose to be laid off with full unemployment benefits and recall rights.

J. Grievance/Arbitration - Disciplinary Action/Discharge

Disputes or controversies which cannot be resolved by other means may be handled through the agency's established grievance procedure. Such a procedure is initiated by an employee notifying his or her supervisor within ten days after the date the employee recognizes his/her rights have been violated.

The agency, the employee, and a union steward work through a specific series of steps which are detailed in the Union contract, with the goal of resolving the grievance. If, after the process has been followed, the grievance remains unsolved, it would then be submitted to arbitration under the rules of the American Arbitration Association.

An expedited grievance procedure may be used in the case of termination. Specific time limits may be extended by mutual agreement.

THE HISTORY OF THE

REIGN OF
HENRY THE SEVENTH

1485-1509

BY
J. H. B. HARRIS

EDITED BY
J. H. B. HARRIS

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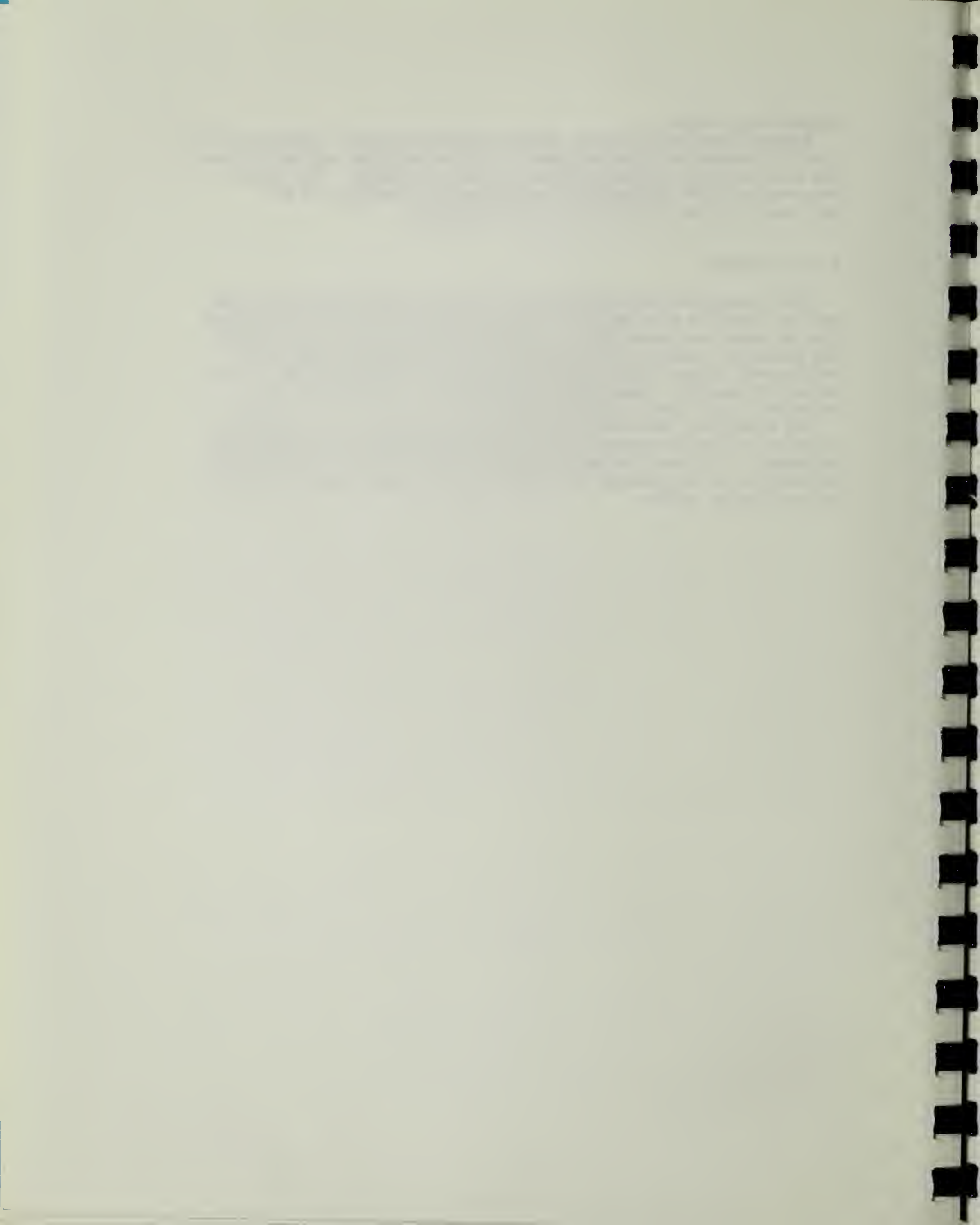
Disciplinary Action

Agency disciplinary actions include written warnings, suspension, and finally, termination from employment. Written warnings explicitly state the reasons for the Agency's action against an employee. The Agency reserves the right to discipline or discharge an employee if an employee's conduct detracts from job performance.

K. Layoff/Recall

ESAC's management will make every effort to notify employees at the earliest possible time when a lay-off situation arises and will always give at least two weeks notice. Decisions on lay-offs will be made by the Executive Director with recommendations from Program Directors. Factors such as qualifications, job performance, and seniority will be taken into account. Where qualifications and job performance are relatively equal, seniority will prevail.

The agency will make every effort to offer transfers to comparable positions within the agency, or to provide assistance in finding other employment. ESAC will maintain a recall list for employees who wish to be notified of any openings or new positions the agency may have during the next twelve months.



III. BENEFITS

A. Annuity Plan

ESAC employees may participate in a tax-sheltered annuity plan. This plan shelters a portion of current earnings from federal income tax in order to provide a supplement to retirement income. Arrangements to participate in the annuity plan can be made at any time during the year with the Operations Manager.

B. Flexible Benefit Plan

ESAC offer a Flexible Benefit Plan to its employees which provides tax advantages by allowing participants to have their medical and dental premium contributions deducted on a before-tax basis. Enrollment takes place during the first month of employment or annually in April. Details of this plan are available from the Operations Manager.

C. Direct Deposit

Staff may choose to have their paychecks directly deposited to a checking or savings account. Information and paperwork for Direct Deposit may be obtained at any time during the year from the Operations Manager.

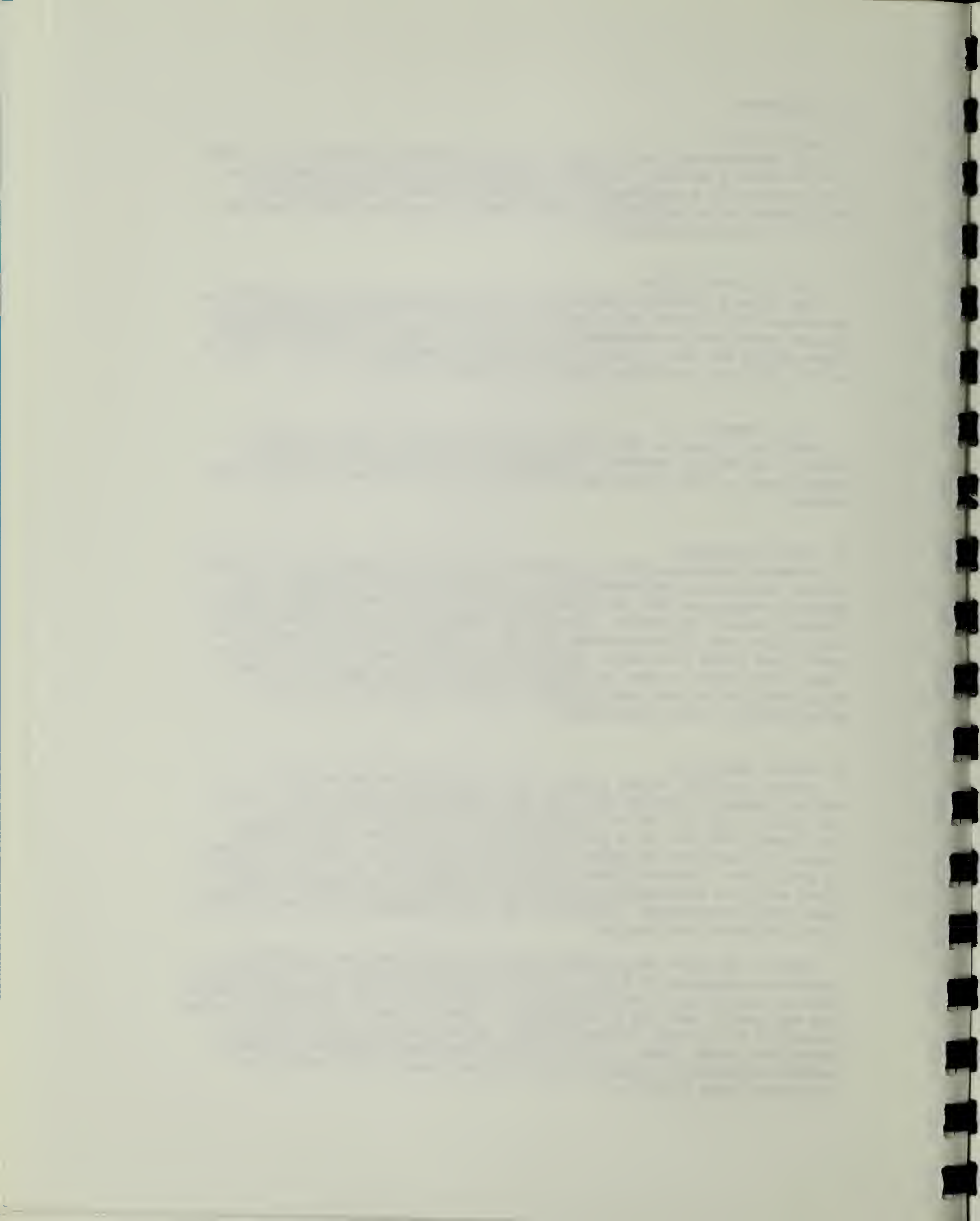
D. Dental Insurance

A dental insurance plan is offered to eligible employees through Delta Dental Insurance of Massachusetts. ESAC pays 75% of the premium for eligible employees with the remaining 25% paid by each enrolled employee through payroll deductions. Enrollment information is provided during orientation and if the employee chooses to enroll, coverage begins one month from their hire date. Employees who choose not to enroll during their first month on the job, may only enroll during the annual open enrollment period and their coverage may be limited by the terms established by Delta Dental Plan.

E. Health Insurance

Presently, ESAC offers a choice of two health insurance plans - Harvard Community Health Plan, or Tufts Associated Health Plan. Again, the agency pays for 75% of the premium for all eligible employees. Enrollment information is provided during orientation, with coverage generally beginning one month from the date of hiring. Under the terms of both plans, transfer from one plan to another, or enrollment after the first month of employment is possible only during the agency's annual open enrollment period. Details on all the insurance plans are available from the Operations Manager.

When an employee leaves ESAC, the agency notifies the appropriate insurance companies at a date mutually convenient to the employee and the agency. The agency's contribution for health and dental insurance ends on the employee's last day of employment. Coverage under the agency's group plans may be extended beyond this date in accordance with the legal provisions under COBRA, at full cost to the former employee providing written arrangements are made with the Operations Manager during an employee's exit interview.



F. Life, Disability, and Other Insurance

ESAC offers, at no cost to staff, life and disability insurance coverage through a policy with Mutual Benefit Life Insurance Company. This insurance is available to full-time (30 hours or more) employees. The life insurance coverage is equal to one year's salary; disability coverage is 60% of salary after 3 months of disability. Details of each plan are provided to staff during their orientation and new employees are enrolled for coverage at the successful completion of their probationary period.

ESAC also carries auto insurance which covers any law suits brought against the agency arising from an automobile accident in which an ESAC employee was driving while on agency business. This insurance also provides higher limits of coverage than may be available under the employee's own policy.

G. Worker's Compensation

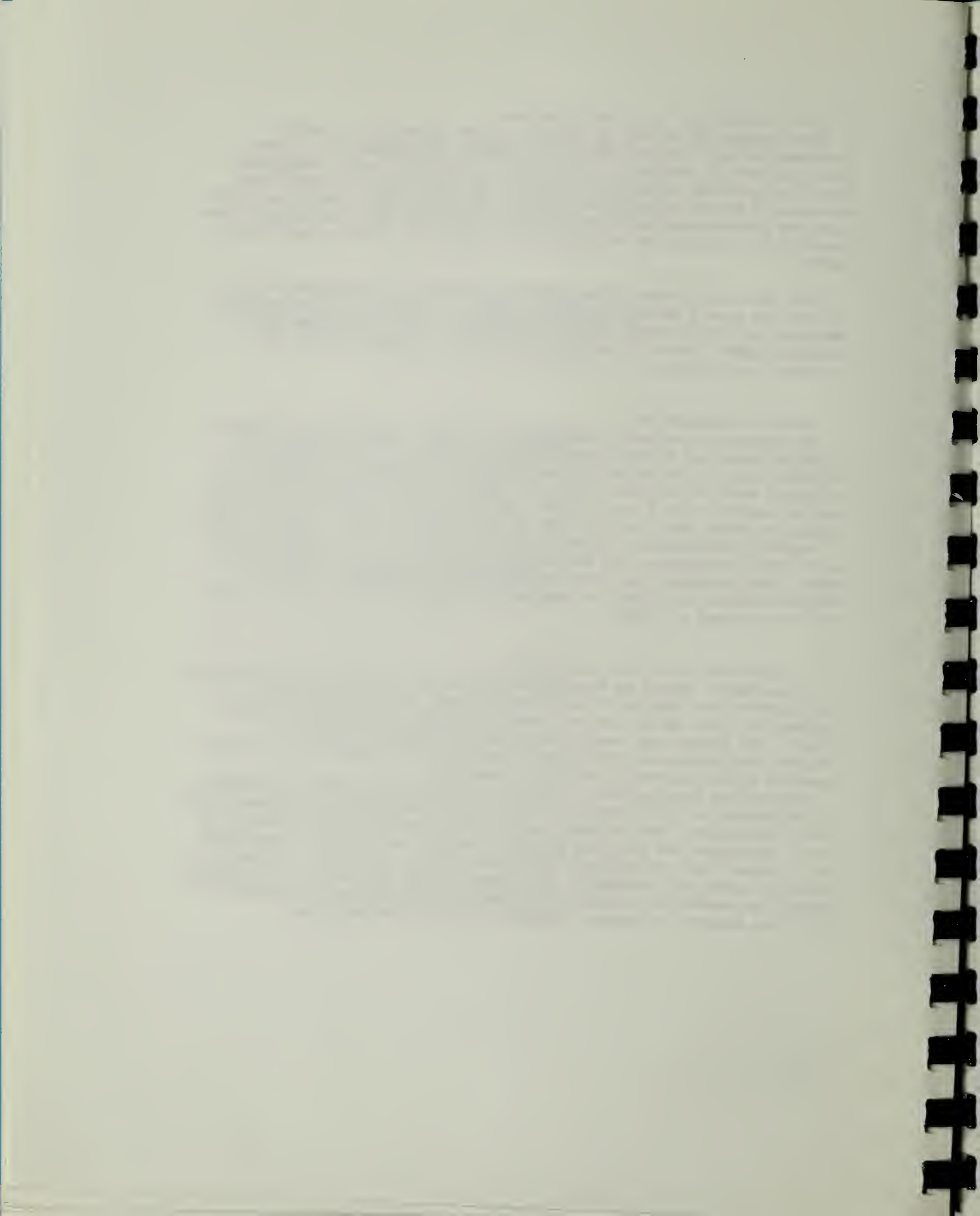
The agency has Worker's Compensation insurance which covers claims for injuries sustained by employees while on the job. If an employee is injured, the administrative office (Operations Manager or Executive Director) must be notified within 48 hours so that the proper paperwork may be completed and a claim filed. Additionally, documentation of any related expenses must be submitted to the agency's administrative office.

Worker's Compensation insurance does not reimburse for time out of work until the employee has missed work for more than five consecutive days. The insurance does cover accident-related expenses after an employee leaves the agency as long as the accident occurred while he or she was employed at ESAC.

H. Professional Growth and Development

It is ESAC's policy to encourage employees to continue their education and improve their skills, thus enhancing their ability to perform successfully and assume greater responsibilities in the human service field. The agency will assist employees financially through a Professional Growth and Development Program to the extent it is fiscally possible within currently available resources.

This policy applies to all employees who have completed three months of employment in good standing and who have secured advance approval from their supervisor. Use of these funds applies to job-related courses of study, workshops and training programs, as well as required supervision for a higher level of clinical licensure (LICSW, PhD, etc.) in cases where it cannot be provided by the agency. Each calendar year the agency commits an amount set by the collective bargaining agreement for each full-time employee (pro-rated amounts for part-time employees).



IV. LEAVE TIME

A. Annual Holiday/Floating Holiday Schedule

ESAC closes the agency in observance of the following paid holidays:

New Year's Day	Good Friday (1/2 day)	Columbus Day
Martin Luther King Day	Memorial Day	Veteran's Day
Washington's Birthday	Bunker Hill Day	Thanksgiving Day
Evacuation Day	Independence Day	Day after Thanksgiving
Patriot's Day	Labor Day	Christmas Day

In addition, staff may elect to use three of the following Floating Holidays. Floating Holidays can only be chosen from the days below:

Epiphany	Succoth
Ash Wednesday	Election Day
Good Friday (1/2 day)	Puerto Rican Discovery Day
Passover (1st & 2nd day)	Christmas Eve
Malcolm X Day	Day after Christmas
Rosh Hashonah	New Year's Eve
Yom Kippur	Boston Public School snow days
your own birthday	

Staff who work less than a forty-hour schedule, receive a proportionate amount of Holiday and Floating Holiday time.

Employees should record holiday and floating holiday time in the "Sign-In/Out" book and, of course, on their bi-weekly time-sheets

B. Earned Leave System

Full time staff accumulate Earned Leave time at the following rates:

- 25 days per year for the first two years
- 27 days per year for the third through fifth years
- 30 days per year after five years of employment

Employees whose work schedule is less than 40 hours a week but at least 20 hours per week receive a proportionate amount of earned leave time based on the same rates. Earned Leave is credited to each employee on a monthly basis and that information is given to each employee as soon as possible.

Full time staff may accrue up to 35 days of Earned Leave time. After this 280 hours has accrued, Earned Leave will not continue to accumulate. For eligible part-time staff, this amount is pro-rated. Staff who currently have "Sick Bank" time may use this time in the event of hospitalization, prolonged illness, or recovery following hospitalization.

When an employee voluntarily leaves ESAC, a portion of their accrued Earned Leave time is considered vacation time. For purposes of determining unused vacation time, the Agency will use 25% as vacation time (75% is considered to be sick time). Employees will be paid the cash value of thusly determined vacation time - 25% of unused accrued earned leave as of their last day on the job.

C. Other Paid Leave

Bereavement Leave - Employees will receive five consecutive days of paid Bereavement Leave time in the event of the death of an immediate family member (father, mother, sister, brother, spouse or cohabitating significant other, or child). If an employee needs more time off, he or she may use accrued Earned Leave time or may arrange for additional time off without pay.

Jury Duty - Employees are given time off to fulfill Jury Duty obligations. Employees who serve on jury duty long enough to receive pay from the court, will receive the difference between their jury pay and their regular pay. The employer notification given to those who are called to jury duty must be submitted to the employee's supervisor in advance of jury service. An employee is expected to report to work for any work hours that his or her presence is not required on jury duty.

Sick Bank - For those employees who have Sick Bank time, it may be used for hospitalization, post-hospitalization recovery, or parenting leave.

D. Leave of Absence

Employees may request up to six months of unpaid Leave of Absence in the following categories:

- Dependent Care Leave - care of any age dependent
- Educational Leave - full-time work-related study (one year maximum)
- Medical Leave - personal medical reason
- Voluntary Leave - any reason

Written requests for any leave of absence must be submitted at least eight weeks in advance, except for emergencies, to both the employee's supervisor and the Executive Director. Any request for a Leave of Absence will be negotiated with the employee's supervisor and the Executive Director. If the employee's absence prevents the agency from fulfilling any contractual obligations, the request may be negotiated between the union and ESAC management, or it may be denied. No request will be unreasonably denied. Seniority will be accumulated during a leave of absence.

E. Parenting Leave

An employee may request up to six months unpaid Parenting Leave (maternity, paternity, adoption). For such leaves, an employee must submit a written request through his/her supervisor to the Executive Director at least eight weeks before the start of the leave. Employees may use accrued leave time and/or sick bank hours toward this leave of absence. The agency will continue to pay its portion of health and dental premiums and seniority will be retained for the employee during this leave time. Each employee is entitled to three months leave, but may request an additional three months. The additional three months will be discussed with the supervisor and, if the employee's absence adversely affects the agency's ability to meet contractual obligations, management will negotiate with the employee and the union, if necessary. No request will be unreasonably denied.

General Information

Day to Day at ESAC....

Agency work hours are 9:00 a.m. to 5:00 p.m., Monday through Friday. Since individual work schedules vary, there is a sign-in/out book in each location which is used to record where staff are during the course of each work day.

All ESAC staff receive phone messages, internal memos, and mail in their mailboxes behind the reception desk at 3134 Washington Street. If you are fortunate enough to receive personal mail here at the office, it will be placed in your box. Please check your box regularly for messages and other correspondence.

Currently, ESAC's Senior Team, Mature Workers Program, and Housing Assistance Programs are located in Curtis Hall on the fourth floor at 20 South Street, Jamaica Plain. Youth Services Programs operate classes at 3134 Washington Street and have additional sites at area Middle Schools where services are offered. Mail and messages for staff in any of these programs can be left in the appropriate mailboxes at the main office.

Outgoing mail can be brought to the main office where it is posted (at about 4:00 pm) each day before closing. Any large quantity mailings should be cleared with the Operations Manager or Executive Director a few days in advance to insure sufficient postage in the meter.

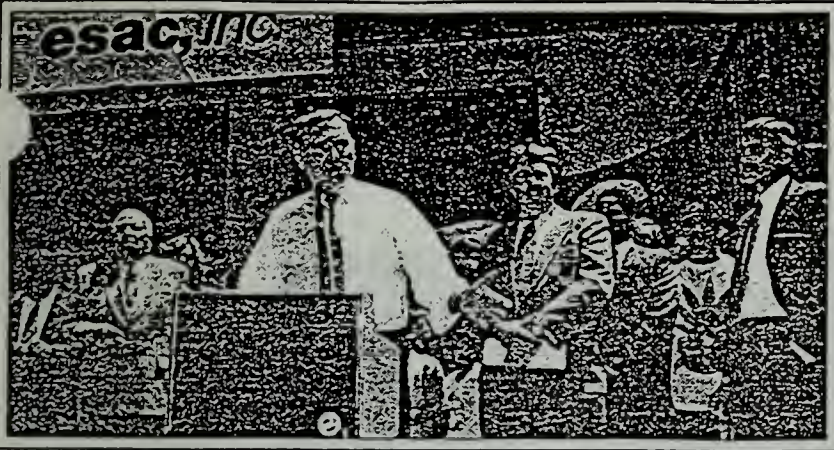
Both of the ESAC office sites have copy machines which are generally easy to operate. If you aren't sure how to use the machine at your office, or the any of the other machines, please ask. We also can send out items to be copied, so check with one of the Administrative Assistants or the Operations Manager if you have a special project.

General office supplies are ordered on a quarterly basis and Program Directors submit the requests for their programs. If you have an immediate need or a special order, speak with your supervisor. When you take the last of any item, make sure to let the Administrative Assistant know.

The parking lot at the main office is one place in particular, where much care and patience must be exercised. We share the lot and there frequently aren't enough spaces for everyone who needs to park. A few things to keep in mind are: 1) if you must double park or block someone in, make sure it's an ESAC staff member's car; 2) do not block the dumpster and its overflow; 3) Fridays are street cleaning day and the City's Traffic Division has been ticketing, so be careful to read the signs when you park on the street.

L. In the news...

REBUILDING EGLESTON SQUARE



Mayor Flynn announces that Boston is one of only four cities in America to be awarded a \$500,000 U.S. Department of Labor Youth Opportunities Unlimited Grant for Egleston Square.

The last train pulled out of the Egleston train station six years ago. The "El" has since been dismantled and the MBTA property has been sitting in a state of limbo. Until now... By the end of this year, construction of a two-story commercial building is expected to begin on the site.

Urban Edge, a Roxbury-based housing developer and property manager, will oversee development of the \$3 million project. Stull and Lee, the award-winning minority-owned architectural firm that designed the Roxbury Post Office, has been signed on to design the new building. The project has already attracted Fleet Bank which will move its Egleston branch into the new building and developers are working to ensure that the 45,000 square feet of retail space offers a variety of services to Egleston neighborhood residents.

Pablo Calderon, Executive Director of the Boston Employment Commission and board member of the Egleston Square Neighborhood Association, praised this project. "At a time when inner city areas across the country are crying out for essential services for neighborhood residents, this project will help revitalize Egleston. This is a big step toward economic renaissance for this community."

This project continues a trend of investment in the Egleston area begun last year when a proposal submitted by EDIC and Greater Egleston area community groups secured for this community a \$500,000 US Department of Labor Youth Opportunities Unlimited Grant aimed at providing a host of services to young people and young families. Those funds have also resulted in the opening of the Hennigan Community Center on Saturdays.

The Egleston Square YMCA Youth Center is another great community asset. The Urban Edge Housing Corporation and the Ecumenical Social Action Committee developed this center in collaboration with neighborhood groups, private organizations and lending institutions, and EDIC and other agencies. The YMCA estimates that the Center will serve

between 1,500 and 2,000 youths a year.

THE FUTURE OF GROVE HALL

Day after day, the Grove Hall community is building a brighter future for its residents. In this neighborhood, collaboration between local business, private investors, community groups, and the Economic Development and Industrial Corporation is making neighborhood improvements a reality.

One of the fruits of this collaboration will be Grove Hall Square. The Grove Hall Neighborhood Development Corporation is working with EDIC to plan this \$6 million, 45,000-square-foot retail plaza and common on a five acre site at the corner of Blue Hill and Geneva Avenues.

Among Grove Hall Square's prospective tenants are established neighborhood businesses and new businesses, including a pharmacy, a convenience store, a shoe store, and a restaurant. The Square is already more than 70% pre-leased — and as plans move forward, the remaining space will soon be filled, ready to offer a full range of services to Grove Hall's 40,000 residents and those who will be attracted to Grove Hall from other neighborhoods.

These tenants should experience great success in their new location. In the past, Grove Hall residents have been forced to leave the neighborhood to shop, even for necessities like groceries and pharmaceuticals. Now, the nearly 40,000 residents of the Grove Hall community will be able to shop close to home.

Grove Hall Square will serve surrounding areas as well. Five major bus routes offer access throughout Roxbury and Dorchester, and Red and Orange line connections increase this range to other parts of the city. In addition, 30,000 cars commute along Blue Hill Avenue each day, and many commuters will find that Grove Hall Square is a convenient place to shop.

To complement the new shopping plaza, the Grove Hall NDC plans to construct a spacious town common with trees, outdoor seating, and monuments honoring community figures.

"A lot of people drive through and don't really know where Grove Hall begins or ends," said Walter Little of Grove Hall NDC. "We want to open up the square and create that sense of place so you know you're in Grove Hall. It will be a magnet to attract new customers and a catalyst to new growth and jobs in the community."

"We have adopted a multi-faceted marketing approach to work with private and public entities throughout the state to bring a first-class business and retail district back into the community. The benefits of such a district are two fold; residents have access to more services and

the Grove Hall Board of Trade will be able to step up its efforts in providing training and job opportunities for our young people," said Bertram Alleyne II of the Grove Hall Board of Trade.

And, Grove Hall businesses like the La Newton School of Beauty Culture, Keith's Place and other local businesses are already participating in the Boston Small Business Fund administered by EDIC and the Grove Hall NDC.

Artist's rendition of the proposed redevelopment for the former Egleston Square MBTA station.



SUNDAY, JULY 4, 1993

LEARNING



Anna Flores (left) and Wilfredo Figueroa learn kundalin yoga from teacher Sat Kartar Khalsa.

GLOBE PHOTO / EVAN RICHMAN

Students get alternative to regular school

Greater Egleston Community High School ends first year

By Jeff Kantrowitz
SPECIAL TO THE GLOBE

When yogi Sat Kartar Khalsa introduced a group of inner-city high school students to kundalin yoga several months ago, the experience proved nearly overwhelming. Long-repressed, violent thoughts stemming from years of urban life abruptly surfaced. Some students screamed.

When the semester ended last month, the students at the Greater Egleston Community High School had grown more accustomed to the kundalin rites - from power breathing to body-rocking, all while sitting cross-legged on white sheepskin rugs.

Egleston Community High, which just completed its first year, is an unusual school. As the newest of five alternative high schools in the Boston Public School system, it is a place where cross-cultural acceptance and individual expression are not just encouraged, they are required.

The fledgling school operates out of the dingy, brick Egleston Square headquarters of the Ecumenical Service Action Committee, a non-sectarian community agency. A three-year pilot program, the school is sponsored by the Boston Public Schools, administered by some two dozen community agencies and underwritten with a \$1 million grant from the US Department of Labor.

Students at the Egleston school, who can range in age from 16 to 21, divide their time between individualized academic learning and community service.

"It's a well-known fact that you learn best by doing," says Beatriz Zapater, program director. "That's what we're going to strive for next year."

Subjects range from traditional English composition to computer skills, video production and a survey of women in the building trades. Outside the building, students read to elementary school pupils and volunteer as tour guides at the Arnold Arboretum.

This summer, they will work with Boston Urban Gardeners as landscapers and be apprentices to urban planners, developing a scheme for revitalizing Egleston Square.

After listening to a presentation on the planning project, student Danny Rivera, 18, beamed.

"It seems like something that will change a man's thinking," he said, "from a student to someone with power."

Students at the Egleston school are mostly African-American and Latino and all live near Egleston Square. Of the 35 students, five are fathers and three are mothers.

They came from Boston public high schools where, according to Michael Fung, high school zone superintendent, a typical guidance counselor tends to 430 students (200 in bilingual programs) and student-teacher ratios average 27-1. Many of them were at risk of failing from poor attendance, low grades or both.

Three Boston Public School teachers and two program case managers who function as guidance counselors, academic advisers and social workers help teach the students in grades 10-12. Even with the projected enrollment of 45 next year, the student-teacher

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Alternative school starts up in Egleston Square

■ EGLESTON

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ratio will be just 15-1.

"You get a lot of attention," says senior Victor Rodriguez. "That's good. That's how all schools should be."

The nascent school already has enjoyed some positive results: Four

students graduated last month, and students who otherwise might have dropped out actually studied.

So far, however, attendance has hovered near 70 percent, according to Zapater. By comparison, she said, students in one of the city's mainstream public high schools cannot pass a class unless they have an 85

percent attendance record.

School administrators see no need to give up. For one thing, they say, the school is young; wrinkles will be ironed out as the program develops.

For another, says Zapater, cumulative attendance figures mask real feats: Some students who

skipped many classes now have near-perfect attendance records; others who skipped all their classes now make cameo appearances.

Besides, Zapater suggests, performance gains, not an attendance ledger, will serve as a better long-term yardstick of the program's effectiveness.

Unit 1



Unit 1

Unit 1

Unit 1

Unit 1

Estima Comunicación y Respeto a Estudiantes Podrían Ayudar a Frenar la Violencia Escolar

Por Lilian M. Vargas

La ausencia de canales efectivos de comunicación entre los maestros y estudiantes y la falta de respeto del personal docente hacia la población estudiantil son componentes de gran significación que generan violencia entre los jóvenes que asisten a las escuelas del sistema público de educación, a juicio de una educadora activista comunitaria que trabaja con la juventud desde 1974.

"Yo creo que sería importante hablar con los jóvenes, escucharlos, ayudarlos a resolver problemas bien concretamente, y también que ellos se sientan respetados", enfatizó Beatriz M. Zapater, directora de la Escuela de Educación Alternativa de Egleston Square, quien considera que "el problema es enorme", pero entiende que "las escuelas si pueden hacer mucho".

La aportación de las escuelas para contribuir a resolver la situación de violencia que sacude a la población estudiantil de Boston debe comenzar primeramente "escuchando a los jóvenes, respetando lo que ellos pueden brindar a (los planteles) y como se pueden ayudar entre ellos mismos".

Como uno de los problemas básicos en esta problemática, Zapater señaló la falta de personal en las escuelas provenientes de las comunidades de donde proceden mayormente los estudiantes. "La mayor parte de los maestros y administradores son blancos, norteamericanos, y la mayoría de los estudiantes del sistema escolar son afroamericanos y latinos".

Cree Zapater que cuando estos jóvenes no tienen modelos en sus escuelas para que los

estudiantes aspiren a ser como ellos, la identidad personal sufre. La situación económica y la alta tasa de desempleo, también tienen sus cuotas de responsabilidad en el problema.

La directora de ESAC afirma que "las escuelas son un reflejo de la sociedad, no son un mundo aparte", significó, señalando que si los planteles "comienzan a trabajar con los jóvenes desde una edad muy temprana, las estadísticas de violencia entre estudiantes pueden eventualmente ir cambiando".

Zapater reconoció, sin embargo, que las escuelas están presionadas por una serie de factores tales como cortes presupuestarios, burocracia y además de no comprender que sus funciones de enseñar deben ir evolucionando, "enseñando a los jóvenes como cambiar la sociedad, como hacer cambios en ella, para prevenir este tipo de violencia".

Expresó Zapater que primeramente las escuelas deben escuchar a los jóvenes y responder a los intereses y talentos de ellos, en lugar de tener una agenda asignada de lo que se tiene que hacer, lo que a juicio de la educadora significa que "todo el mundo es igual", resaltando que existen diversos intereses.

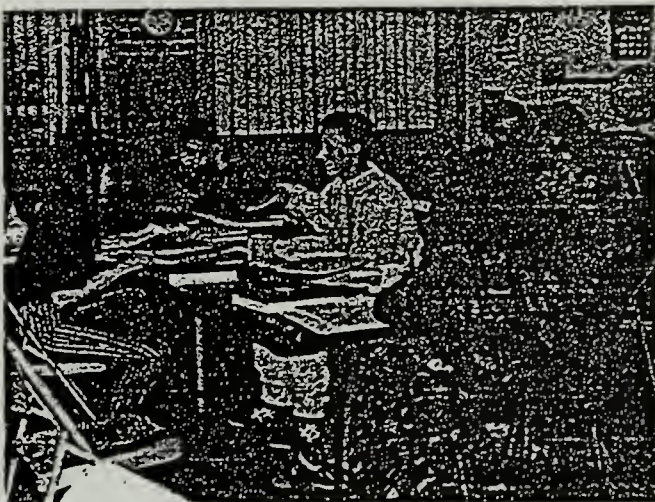
Zapater considera que primero las escuelas deben indagar que es lo que les interesa a los niños y "empezar a desarrollar los intereses y talentos de ellos, así como empezar a trabajar con la familia".

Ella entiende que si algo anda mal en la casa, el estudiante no va a poder funcionar bien en la escuela, si tiene hambre, no podrá estudiar ese día; si no durmió porque en su hogar hubo algún problema, no podrá concentrarse en la materia, "las escuelas deben tomar todo esto

en cuenta, para lograr que los estudiantes tengan éxito".

Zapater está en desacuerdo con la Ley que establece que

áreas de Egleston Square, de Roxbury y Jamaica Plain y son estudiantes en riesgos de abandonar los planteles.



Alumnos de unas de las clases de la Escuela de Educación Alternativa en Egleston Square.

solo hasta los 16 años de edad las escuelas están en la obligación de enseñar al estudiante y luego de esa edad no se les obliga.

La educadora considera que ese sistema en lugar de ayudar, obstaculiza el desarrollo de los jóvenes.

Como muestra de los conceptos expresados ella señala que entre los estudiantes de la escuela de Educación Alternativa que ella dirige hay un gran número que pertenecieron o pertenecen a pandillas y sin embargo, todos muestran un gran respeto por el personal docente y por esa escuela.

Allí se escucha a los estudiantes y se les respeta, afirma Zapater, quien indicó que los jóvenes que estudian en la escuela de Educación Alternativa provienen de las

planteles.

En ese sentido dijo que las escuelas de educación alternativa no solo deben tener como estudiantes a jóvenes problemáticos, sino también a otros que no han ocasionado problemas nunca, en estos lugares de enseñanza para que de ese modo puedan ser modelos y orientar a sus compañeros de clases.

Esta escuela fue establecida apenas en noviembre del pasado año, dijo Zapater, quien asegura que la orientación que se les da allí a los jóvenes además de las clases regulares, ha logrado en tan poco tiempo grandes cambios en ellos.

Precisó que además de las enseñanzas de Matemáticas, Ciencias, Estudios Sociales e Inglés, allí se imparten otros cursos electivos que los estudiantes pueden escoger, entre ellos Historia Afrocaribeña, mediante la cual muchos aprenden a conocer sus raíces y verdaderos orígenes y otros a reafirmar sus conocimientos sobre estos. Arte, deportes (baloncesto, voleibol, patinaje sobre hielo, etc.) y oficios como la carpintería, también son ofrecidos allí.

Resalta Zapater que es impresionante como les atrae a los jóvenes el curso de Yoga y meditación que imparte la escuela que cuenta con cuatro maestros, dos consejeros y un coordinador de recreación.

Zapater, quien primeramente obtuvo un grado en Bellas Artes, trabaja con la juventud, especialmente de la comunidad hispana, desde hace casi 20 años y sus primeras experiencias con los jóvenes la motivó a realizar posteriormente una maestría en Educación Bilingüe.

"Mi pasión es trabajar con los jóvenes", dice la educadora, quien trabajó varios años con la agencia HOPE, y al preguntarle la razón por la cual se ha visto tan atraída por ese sector, y reconociendo previamente que su respuesta es un "diché".

Resaltó Zapater que cuando ella pregunta a los estudiantes que si ellos saben la razón por la cual no existe violencia dentro de la escuela de educación alternativa en Egleston Square, ellos responden que "es por el respeto que ellos sienten por ese lugar y porque ellos se sienten respetados".

JUZGAR MENORES COMO ADULTOS

Zapater considera que aquellos jóvenes que han cometido crímenes horrendos y los han hecho conscientes de los que están cometiendo, deben atenerse a las consecuencias, aunque entiende que mucha juventud comete errores y deben dárseles la oportunidad de rehabilitarse, ya que cree que una persona es capaz de ser rehabilitada y aprender una lección del error.

Hay jóvenes que están cometiendo crímenes que son horrendos y lo han hecho con total conciencia de lo que están haciendo. Yo creo que una persona debe ser juzgada en la base a la naturaleza del crimen que ha cometido", indicó.

En ese sentido, se refirió a la negatía de las escuelas en recibir

More services come to Hyde Square

Hennigan to open Saturdays, youth worker hired

After a full year of planning involving more than ten Jamaica Plain and Roxbury-based organizations, the Ecumenical Social Action Committee (ESAC) has announced the opening of the Hennigan community Center on Saturdays beginning Saturday, February 27. In addition, ESAC has announced a youth worker will be assigned to the Hyde Square Area.

ESAC's Greater Egleston for Y.O.U. Project, funded by a Department of Labor grant through the City of Boston/EDIC, provides several services to area residents. Saturday activities at the Hennigan will include organized sports programs, swimming, teen programs, and a vari-

ety of special events.

"The Egleston for Y.O.U. Project is an example of cooperation between residents, community organizations, students, parents and city departments working together at their best, for every section of JP," commented Regina Daugherty, Regional Director of Jamaica Plain Community Centers. "Only through such combined efforts can we support our community's youth and their families."

To kick off these activities, Maria Alamo of JP neighborhood Development Corp. has headed up the planning for a community celebration, Taking Charge for Change Youth and Family Day, for Saturday, February 27 at the Hennigan Community Center. Events will showcase various programs available and will provide a day filled with games, special events, music and food.

The cornerstone of the Greater Egleston for Y.O.U. Project is ESAC's Alternative High School which is designed on the principle that all students can learn and that they learn best by hands-on activities. Based in the neighborhood, this high school program offers education and employment opportunities for local youth who are seeking a second chance.

"As an educator and as a resident of the neighborhood, I am particularly excited about the opportunities our program offers," said Ms. Beatriz McConnie-Zapater, Program Director. "We are committed to providing a supportive and safe environment for all residents—an environment which affirms our diversity and talents."

Jamaica Plain
GAZETTE

February 12, 1993

Con la juventud el 27 en el Centro Hennigan

By Andy Zagastizabal
(e Staff)

Todas las organizaciones comunales se están preparando a participar en el evento que debe congrega a la juventud de Jamaica Plain y sectores vecinos en el Centro Comunal de la Escuela Hennigan.

La fecha establecida del 27 de febrero ha sido aceptada completamente y sobre el programa a desarrollar hay gran consenso. La pregunta ya no es

¿qué habrá?, sino al revés ¿qué no habrá? porque se está calculando realizar todo, desde actividades deportivas hasta las recreativas y culturales.

María Alamo, la activista del NDC, es una de la promotoras de este evento y su entusiasmo se desborda cuando habla de cómo surgió la idea de organizar este

En la modestia que caracteriza sus acciones María prefiere decir que la idea no es suya y que más bien "es el desarrollo compartido de la inquietud de personas y organizaciones preocupadas por el curso de los acontecimientos que han llevado a una equivocada interpretación de lo que es y debe ser la relación intergrupala de los muchachos".

"Muchas justificaciones y ex-

plicaciones sobre los actos de violencia que cobraron la vida de adolescentes se vinieron dando en las pasadas semanas y era tiempo de terminar con tantas especulaciones y poner manos a la obra", dice María Alamo destacando que todo ese interés se sentía en las organizaciones comunales y que ponerse de acuerdo para escoger fecha, lugar, horas y todos los in-

gredientes de la actividad marcharon fácilmente.

R e g i n a Dougherty, directo-

ra de los centros comunales de Jamaica Plain comparte las inquietudes de organización y señala como un ejemplo a Egleston for YOU—programa alternativo para jóvenes que no están en high school—, porque es un proyecto que trabaja directamente con las organizaciones comunales, con los estudiantes y los padres de familia, y con las oficinas de la ciudad. Por eso ella remarca que "sólo a través de un esfuerzo combinado podemos ayudar a nuestros jóvenes y sus familias".

En la oficina de State House de Kevin Fitzgerald y John McDonough hay igualmente el fervor que motiva a las demás organizaciones y sus voceras

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Con los jóvenes

Continued from page 1

hispanas Blanca Bonilla y Eva Gerena nos dicen que los representantes participarán directameten en el acto y que están abocados también a conseguir las facilidades que permitan un mejor desarrollo del evento. "Queremos que nuestra juventud se sienta apoyada y que les tenemos en el primer plano de nuestras preocupaciones destacó Blanca Bonilla desde la oficina de Kevin.

Mientras se va incrementando la cantidad de entidades participantes, se menciona como organizadores al Departamento de Salud Pública, Egleston YMCA, La Cooperativa de Residentes de

Forest Gleen, La Iglesia Hispana Comunitaria el Program Street Worker y ESAC. Cada una de estas empresas tiene preparado algo especial y por ejemplo ESAC (Ecumenical Social Action Committee) anunciará en esa fecha la contratación de un joven para trabajar directamente en área de Hyde Square. Igualmente el ESAC estará anunciando que a partir del 27, todos los sábados el local y las facilidades de la escuela Hennigan estarán abiertas al servicio de la juventud. No sólo estarán abiertas las puertas sino que habrá programas diversos, desde deporte y natación hasta actividades culturales y naturalmente eventos exclusivos para los jóvenes

CELEBRATION

Taking Charge for Change Youth and Family Day, sponsored by the Ecumenical Social Action Committee (ESAC), will be held on Saturday, February 27, starting at 1 p.m. at the Hennigan Community Center, 200 Heath Street. Events will showcase various programs available through ESAC. Games, special events, music and food.

STREET- WORKER POSITION

To work with youth and families in Hyde Square area. New grant funded position through Y.O.U. 30 hours/week. Send resumé to R. Daugherty, 20 South St.— 3rd FL, J.P., 02130. Deadline: February 18th.





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El congresista Luis Gutierrez (D-IL), quien visitó Boston la semana pasada, junto con estudiantes de Egleston Square, durante una visita que hizo a ese sector.

AMAZES AT



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THE BOSTON GLOBE • SATURDAY, JULY 24, 1993

A dozen Latino and African-American students from the Greater Egleston Community High School are participating in a program that will result in their own urban planning proposals.

For students, a course in urban planning

By Jeff Kantrowitz
SPECIAL TO THE GLOBE

Jose Duran, an urban planner whose father was a landscaper, said he wanted some inner-city high school students "to have a summer experience that is a little bit more demanding and stimulating than pulling weeds."

Duran is executive director of the Jamaica Plain-based Hispanic Office of Planning and Evaluation (HOPE). Judging from HOPE's urban forays last week, Duran's summer wish appeared fulfilled.

For six weeks this summer, a dozen Latino and African-American students from the Greater Egleston Community High School, one of the city's five alternative public schools, are participating in the Young Planners Program. The students' recent tours of Mission Hill, Brookline Village and the Dudley Square neighborhoods would soon provide the foundation for their own urban planning proposals.

The students are paid \$4.25 per hour and will receive 7 credits towards their diplomas for completing the program. The bulk of the \$20,000 cost of the program is being funded by the high school. The student project is expected to culminate next month with a plan for revitalizing Egleston Square.

Guided by professional urban planners from local universities and HOPE, the students have begun studying the mandates intrinsic to planning. For example, they must balance the needs of developers and ethnically diverse communities.

Student Yanet Figueroa said the project allows her to show concern for her neighborhood's future. "So when we have our kids," the 17-year-old said, "things will be better."

Duran also looked beyond the short-term gains of learning planning. "It's not just a summer job to put four bucks in your pocket," Duran said to the group. "Ultimately, you're learning something that you can return to your community."

Armed with pens and sheets of paper, the students ventured into the neighborhoods last week to conduct what urban planners call a "windshield survey": a community overview of street conditions, ethnic breakdown, businesses, green space and the availability of services such as schools, fire houses, police stations and cruisers. The jargon of planners was refreshingly absent from the novices' assessments.

One student's verdict on Mission Hill:



Carlos Cruz, second from left, of the Hispanic Office of Planning and Evaluation, lectures high school students.

"It was nasty, dirty, smelly, rotten, cheesy." Drunks reportedly lounged on sidewalks.

And Brookline Village? "Very clean, organized," one student said. Students found well-kept buildings, two fire stations, a plethora of trash cans; they noticed Chinese and Italian speakers. "Brookline also gets more money to clean up their town than we get to clean up our neighborhood," said student Maritza Gonzalez.

In just 45 minutes exploring Roxbury's back streets, the urban planning apprentices would pass 32 overgrown, vacant lots. Yet on one street the students found signs of renewal: A yellow bulldozer shoveled rubble into a truck, and a new house's wood frame stood behind a "REBUILDING BOSTON" sign.

To reinvigorate the economies of Boston communities, planners and city officials mentoring the students urged them

to support their neighbors by spending in their neighborhood. "Spend a dollar in your own community," said Rogelio Whittington, executive director of the Dudley Street Neighborhood Initiative. "It's like casting a vote."

Pablo Calderon, who founded the Egleston Square Neighborhood Association in the 1980s, said Egleston's Square's problems were: too few outsiders shopping; too many duplicate businesses. A drug store proposed for the square would be an ideal neighborhood magnet, he said.

Mirna Rodriguez, director of the Neighborhood Association, said the group wants the Young Planners' input on the kinds of businesses that should open at Egleston Square. After holding a press conference next month, the planners will present their recommendations to the association.

According to Rodriguez, the planners' recommendations could result in amendments to Egleston Square's development

plan, which was approved by community vote in 1991.

Calderon, who is executive director of the Boston Employment Commission, and an administrator at the city's Economic Development and Industrial Corporation (EDIC), offered this prediction: Once the students suggest improvements for Egleston Square, foundation grants could help copy the Young Planners Program in other Boston neighborhoods. With luck and planning, Calderon suggested, local universities would award students scholarships so that they could pursue urban planning careers.

For now, organizers of the Young Planners Program are trying to make the experience a balance of learning and fun. "The trick has been getting some skills in there while acknowledging it's summer," said HOPE planner Tubal Padilla-Galiano, who has led the junior planners in map reading and surveying.

Jamaica Plain GAZETTE

August 27, 1993

YOUTH

More
on pages 8 & 9

Teens unveil plan and hopes for community

By Andy Gross
Gazette Staff

EGLESTON SQUARE — Maritza Gonzalez has always felt a special affinity for Egleston Square, and after a six-week summer course in urban planning that immersed her in her community, that feeling is even stronger.

"I always liked Egleston. I didn't expect to feel so good about it, especially the little things we accomplished like communicating with people and seeing how we could work together."

Gonzalez was one of a dozen African-American and Latino students from the Greater Egleston Community High School who participated in the Hope Young Planners Summer Program, a pilot initiative sponsored by the Hispanic Office of Planning and Evaluation, Inc. [HOPE], the Egleston Square Neighborhood Association and YOU for Greater Egleston. The City of Boston's Public Facilities Department [PFD] awarded \$15,000 for staffing, stipends and materials for the project.

The planners spent the summer conducting and making neighborhood inventories and site assessments, including comparison tours of Brookline Village, Mission Hill and Dudley Square. In addition to learning about urban planning and developing, interviewing and analytical skills, the planners earned \$4.25 an hour and seven credits toward diplomas for completing the program.

"It made me feel like the community was more mine. If this is all we have we might as well make it better," said Danny Rivera. Rivera, 18, like Gonzalez, said the experience made him realize the community needed to help itself and use resources available to make changes possible.

"Being a young Puerto Rican male in JP, it's crucial I have the tools I developed as a youth planner and know how to use them."

"I learned a lot about our neigh-

borhood," said Ricardo Hernandez. Hernandez, 18, said issues like crime, violence and neglect were the major problems facing Egleston Square. "We went out and experienced everything that happened. It's not like it just came out of our mind we experience it every day," Hernandez said.

"There was a big difference between Brookline and here," said youth planner Herman Rodriguez. "It was clean and organized, you didn't see abandoned buildings and vacant lots."

The planners interviewed 21 Egleston Square business owners and 53 local youths. Some of their findings, which were presented at an Egleston Square press conference included:

- 10 percent of business owners employ youth, 79 percent say youth are a substantial part of their clientele, and 86 percent of business owners said they did not think of youth as a problem

- 38 percent of youth rarely purchase items in the neighborhood; only 26 percent are satisfied with goods available in the neighborhood

- 75 percent of the youth are in school; 81 percent said they consider going to college

- 44 percent are employed in some capacity; 95 percent of unemployed youth feel there are not enough job opportunities

- 30 percent feel unsafe in their own neighborhood; 40 percent would like more access to counselling

The planners established there was a need for a multi-service community center in Egleston Square as well as a pressing need for technical and financial assistance to the area.

Rivera also said the planners made it clear in their findings they want real changes and action rather than empty promises.

"Youth should not just be consulted, we should be a full partner," Rivera said.

"I hope we get some changes so we didn't do this for noth-

ing," Fernandez said.

Egleston Square resident Pablo Calderon, executive director of the Boston Employment Commission and an administrator at the city's Economic Development and Industrial Corporation [EDIC], said the young planners were a prime example of talented, goal-oriented youth. He said the information and input gathered by the planners would be used and considered by neighborhood associations and developers in future plans for the area.

"They're not here to do busy work. We'll utilize the information. We're hoping they're going to work on planning issues in Egleston Square."

Both Carlos Cruz, coordinator of the HOPE Young Planners Program and Beatriz McConnie-Zapater, Director of YOU for Greater Egleston said they hoped to secure funding to continue the program on a year-round basis and replicate it in other parts of the city.

The other planners who completed the program are, Cheanisa Few, Yanet Figueroa, Sahilis Pachano, Joanna Pomales, Lissette Pomales, Venis Peguero and Danny Rojas.

Boston Urban Gardeners

AT THE COMMUNITY FARM

Newsletter — Volume IV

Issue I — Fall/Winter 1993

Project Highlights: Education and Training

Three Youth Training Programs Keep BUG Staff Busy

Greater Egleston Community High School

The Greater Egleston Community High School is a community-based alternative high school for students between the ages of 16 and 21 who are residents of the Greater Egleston area and wish to obtain their high school diploma but cannot perform in the traditional high school setting. Funding for the school was

secured two years ago by members of the Egleston Square Coalition from the Offices of Community Services of the Federal Department of Labor.

To implement this training, BUG hired J.D. LaSalle as trainer and Henri Martineau as trainer assistant and crew supervisor. Roy Blomquist, BUG's consultant on training programs, acted in an advisory capacity, and Lillian Vidal served as The Greater Egleston Community High School on-site student supervisor. Lillian's contributions were invaluable in maintaining the students' morale as everyone worked in the often searing heat of an Egleston Square summer.

In six weeks the trainees implemented four neighborhood beautification projects: two for Urban Edge, one at Academy Homes and the last outside 3134 Washington Street, an Urban Edge building that is the home of ESAC and the high school, the Egleston Square Neighborhood Association, the Egleston YMCA, and the Community Services and Maintenance Departments of Urban Edge. Residents of Academy Homes were so enthusiastic about the beautification of their courtyard that they came out to volunteer their assistance. According to High School Director Beatriz Zapater, "The training gave a chance for the young people to take a more critical look at the physical aspects of their community and learn concrete ways of beautifying while learning academic skills."



photo by Beatriz Zapater

BUG training team Henri Martineau, and J.D. La Salle with ESAC's Lillian Vidal, flanked by proud training program graduates.

Yoga latest offering at Egleston YMCA



Photo by Lisa Libby

Teacher Sharon Cardamone (rear) shows (clockwise from front) Madeline Rodriguez, 11, Diadis Menendez, 7, Maisha Atkins, 7, and Daniele Bruce, 6, a yoga exercise. The latest program at the Egleston Square YMCA youth center emphasizes physical activity that is also relaxing. Teacher Sharon Cardamone works with young people of all ages to show them yoga once a week after school. "I didn't know my body could move all these different ways," Madeline Rodriguez commented during a recent class. "I like being a tree," Maisha Atkins said.

Museum Announces Partnerships

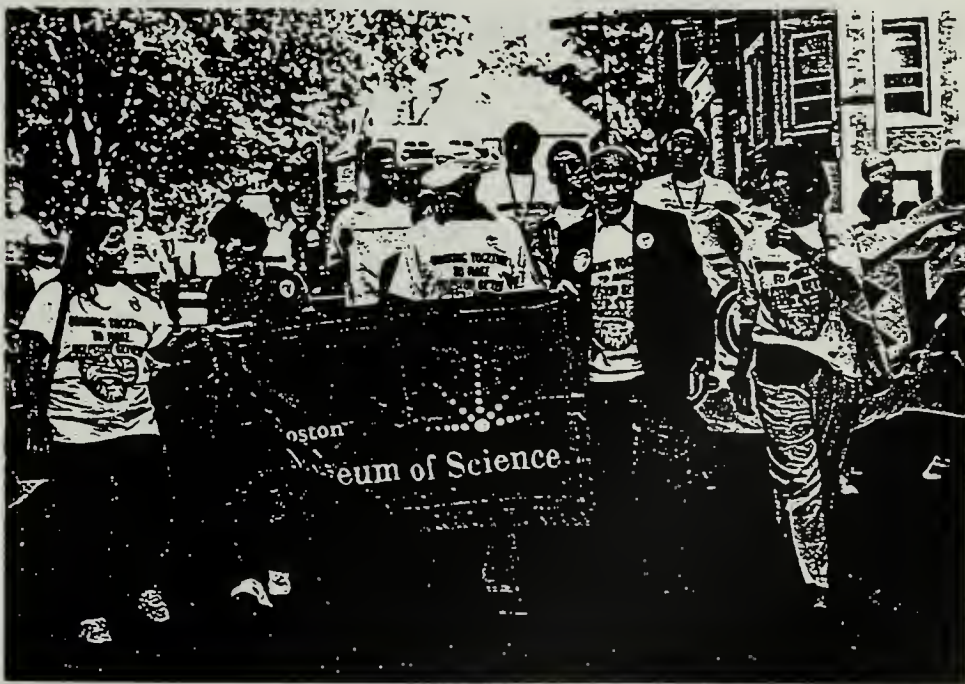
The Museum has begun a program of formal collaborations with neighborhood organizations, agencies, and community groups in Boston and Cambridge. The purpose of the partnership program is to enhance the Museum's ability to bring science education to the broadest audience possible.

In one partnership, Museum staff and volunteers from the Programs, Exhibits, Community Relations, and Visitor Services divisions have begun to work closely with the Egleston Square Neighborhood Coalition through the community high school, Youth Opportunities Unlimited (Y.O.U.).

Last May, over 275 residents of Greater Egleston attended a Star Party at the Museum, a program collaboration between neighborhood leaders and families and the Museum's staff and volunteers. Exhibit exploration, an astronomy show, and star-gazing from the garage roof—through

the assistance of volunteers from the Amateur Telescope Makers of Boston—were all part of the evening. In September, the Museum participated with the Neighborhood Coalition in its annual community celebration, "Hands Around Egleston," with Museum vans on site throughout the day-long event. At this event, the Museum and the Greater Egleston Coalition officially kicked off the partnership.

The Museum has also begun a partnership with Action for Boston Community Development (ABCD), which is the largest human services agency in New England—providing programs and services to over 100,000 families. In November, ABCD and the Museum will present a community Camp-In for families in Greater Boston, and will celebrate the developing partnership with a kick-off reception at the Museum.



© Andrew Brilliant

Our Weakening Web: The Story of Extinction opens October 29, 1994, and will run until January 22, 1995. Look for a feature article on this exhibition in the December/January issue of MOS Magazine.

On parade at the "Hands Around Egleston" celebration—joining Beatriz McConnie Zapater, director of the community high school (left), are the Museum's Lynn Baum, school programs; Matt Shedd, Trustee; David Ellis, director; and Sheila Aborn, community relations.

OCTOBER NOVEMBER 1994

BOSTON MASSACHUSETTS

MUSEUM OF SCIENCE

Jamaica Plain Citizen

Roxbury Citizen

The Outstanding Civic Asset Of A Community Is The Integrity Of Its Newspaper



Joining together in the popular Hands Around Egleston Square IV crime fighting event are Robert Edwards, left, of the Mayor's Office; David Ellis, President of the Museum of Science; Beatriz McConnie Zapater, Director YOU for Egleston High School; Mossik Hacobian, Director Urban Edge; community activist Lil Cooper; and Delphine Walker, event coordinator and founder show plenty of spirit at the stage. - John Swann photo

Hands Around Egleston Square Attracts 1,000 Residents

Saturday, Sept. 10., residents of all ages enjoyed a day of entertainment to support their community. The event, sponsored by the Egleston Square Coalition has raised \$55,000 for the Egleston Square YMCA and other local youth programs over the past four years.

Stages were set up at the Egleston Square YMCA located at 3134 Washington St. and at Franklin Park on the Walnut Avenue side.

On stage activities included: a fashion show for kids ages 14 months to 8 year sold, a Battle of the Rappers contest, a performance by Project Concern youth dance project, a youth choir from Grace and Hope Mission Church and performances by Boston area Reggae, Salsa and R&B bands. School Street was closed from Washington St. to Walnut Ave. and children's activity labs from the Museum of Science, 3-on-3 basketball tournaments, volleyball games and other family activities filled up the street.

Hands Around Egleston Square is a culmination of neighborhood wide summer Take Back the Streets effort conducted at sites throughout Egleston Square. Community leaders have held weekly "Take Back" evening sin Walnut Park and other neighborhood sites to get the message out that they care about living

in a safe community where children can play outside at night. This year at Hands Around Egleston Square, the parade traveled past these sites picking up residents from Walnut Ave., Westminister Ave., West Walnut Park, Amory and School St. along the route back to Franklin Park to join in the final few hours of the celebration. Community agencies, youth programs, a fire truck, two floats of youth drummers from Paige Academy and Egleston Square formed the back bone of the parade around Egleston Square. The Murray Hill Drum and Bugle Corps provided a steady beat that kept everyone walking in step.

Egleston residents thanked Museum of Science Director and president David Ellis for the Museum's partnership with the neighborhood. Together with YOU for Greater Egleston High School the Museum has developed community programs ranging from high school science classes to children's activity days at the Egleston Branch Library. Museum of Science staff and their families attended the event.

Event founder and Walnut Park resident Delphine Walker said the day was "beautiful, it was another step toward building a safe, solid united community in Egleston."

35¢

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THE HISTORY OF THE



OF THE

REIGN OF

Museum's van brings science to community

Richard Thorpe

Science can be magic, but it is all based on clear, unwavering facts and principles.

That was the message that four staffers of Boston's Museum of Science helped deliver at a recent presentation in Dorchester.

About 40 children and their parents filed into the auditorium of the

magic is when you don't know what you're doing and science is when you do. What scientists do is say, "There's got to be a reason for this."

The van, which travels throughout Boston neighborhoods, most recently made an appearance in Egleston Square for "Hands Across Egleston Square."

The goals of the science van are to create an interest in learning

"They usually respond enthusiastically. The liquid nitrogen and the electricity usually go over real big because it's dramatic."

— Betsy Ingal

Fields Corner branch of the Boston Public Library on a hot day last month to learn about static electricity, friction and molecular structure.

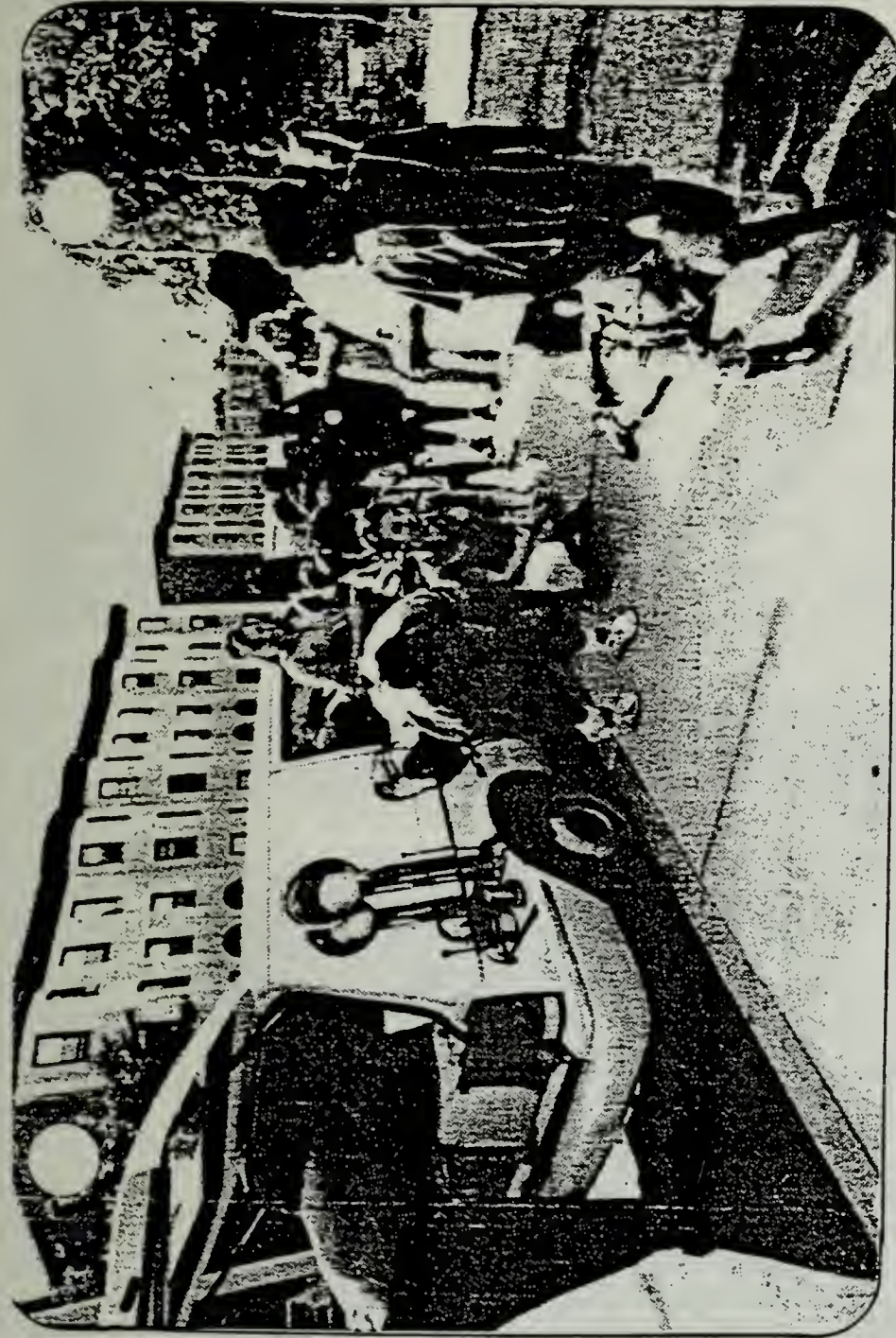
Betsy Ingal, Manuel Raman-Lacayo, Loren Stollow and Michael O'Callahan, Museum of Science staffers, took turns thrilling the elementary-age children, taking staples of a magic act and explaining the science behind the optical illusion. The four are part of one of the museum's outreach programs, the Science Van.

"What we're doing is magic," said O'Callahan, "but the difference between science and magic is this:

about science, to show that science is accessible to everyone and to reach as many people as possible with a high-quality, educationally sound, pleasant experience.

Some of the most dramatic and well-liked experiments performed by Science Van staffers used a static electricity machine and a vat of liquid nitrogen.

Youngsters who extended one of their hands near the electricity machine were surprised to find out that the fluorescent light bulb they held in their other hand would light up without the bulb being plugged in or touching anything.



Museum of Science staffers unload one of two Science Vans and enjoy a few moments outdoors with neighborhood children who attended the hands-on science demonstration held at the Egleston Square Branch of the public library recently. The children had the opportunity to observe the effects of lowered temperatures on liquid rubber and gases and then made ice cream. (Julia Cheng photo)

The lesson? Electricity can pass through you. The practical reminder? It can also be dangerous.

Another potential danger, a vat containing the liquid nitrogen at minus 320 degrees was used to deflate balloons and explain how molecules of air expand with heat and contract with cold.

In another experiment, glasses of water covered with plates were used to demonstrate the effect of friction. By quickly pulling a cloth underneath the glasses, they were not disturbed, demonstrating that friction could not quickly overcome the speed at which the cloth was pulled. The first two experiments were favorites with the children.

The Science Van program is in its second year. Usually, a group of four or five members from the Museum of Science staff travels to libraries, community centers and summer fes-

around the city with science. The average number of children who attend the Science Van tours is 50. Ingal explained that the children were excited by the scientific experiments as evidenced by their enthusiastic hands-on participation and the exclamation of oohs and aahs that punctuated the air during the show.

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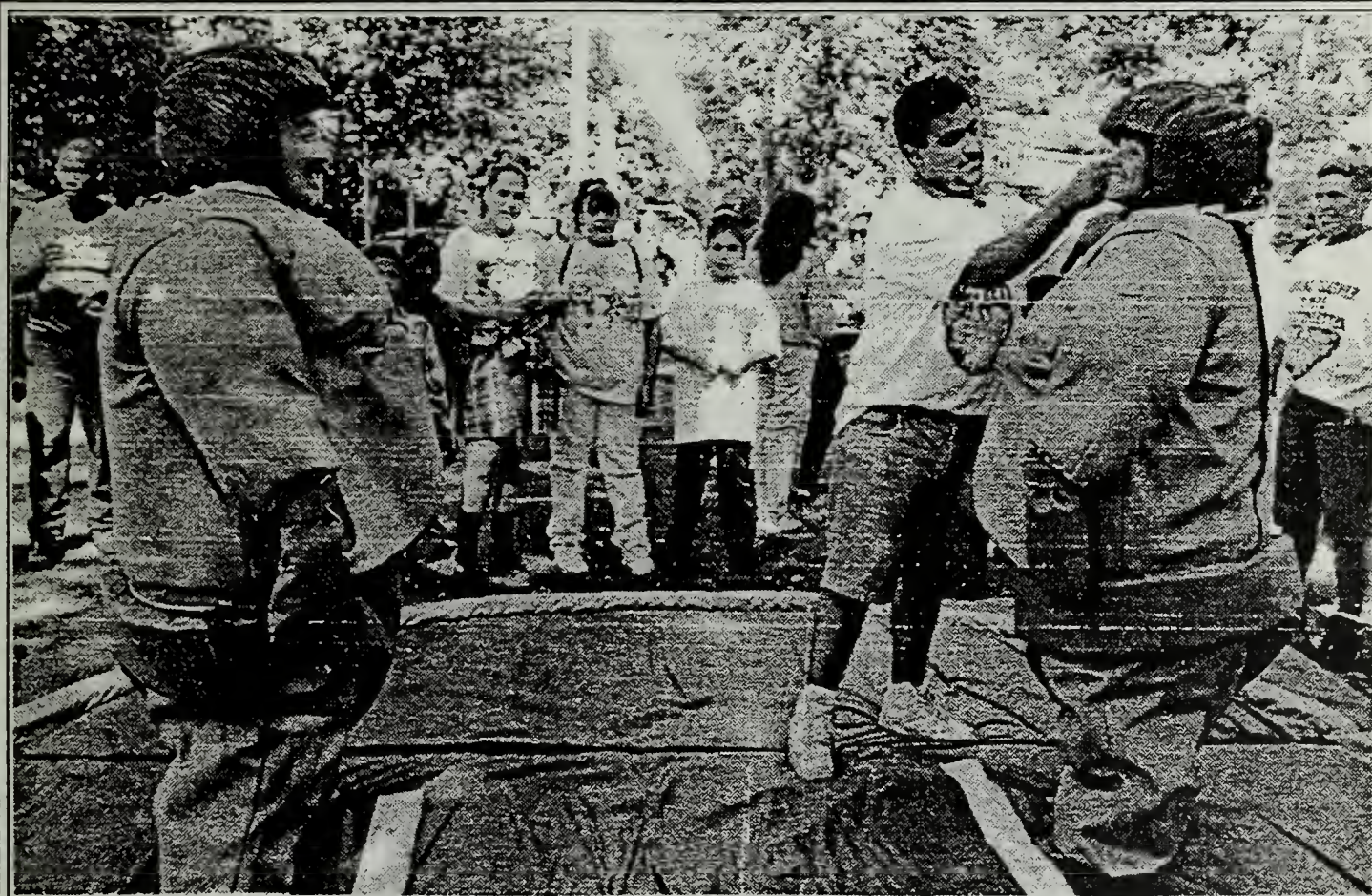


Photo by John Swan

Sumo wrestlers face off during the fourth annual Hands Around Egleston Square. Crowds lined up all day for the chance to wear the suits in the ring. The day-long Hands Around event celebrated another year of continuing take-back-the-streets campaigns and raises money for neighborhood youth programs. Also announced was a partnership between the Museum of Science and the community—including providing programming for ESAC's YOU alternative high school and encouraging a general appreciation of science in Egleston Square.

THE GAZETTE



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THE BOSTON GLOBE • WEDNESDAY, NOVEMBER 16, 1994

BELLA ENGLISH

After raid, wife struggles on

"MARY, IT'S ME! UNLOCK all those locks!" calls the Rev. Birchfield Aymer after being buzzed into the building. First, you hear the chain lock go. Then the deadbolt. Finally, the police bar that makes Mary Williams feel safe at home. She answers the door in a bright orange housecoat and bright pink slippers, a shy smile

on her face. It has been nearly eight months since Mary Williams came home from work to find police, reporters and cameras swarming her Dorchester apartment building. A bungled police raid on her apartment caused the death of her husband, the Rev. Williams, March 25. Thinking it was an armed drug den, 13 officers stormed the two-story Square apartment without warning. When it was all over, Rev. Williams, 75, lay dead, a victim of a heart attack.

The soft-spoken man who seldom left his apartment was literally scared to death. The only substance the officers found in the apartment was a can of coffee. The drug den, as it turned out, was on a different floor.

When Mary Williams left home for work that morning, she left her life behind. "He walked me down the stairs, just like he always did," says Williams. "And he'd always meet me at the door when I came home from work in the evening." But that night, her husband of 33 years wasn't waiting for her. The police were. "We made a terrible mistake," an officer told her.

"I knew he was dead then," Mary Williams says, her face clouding over. "Then they told me he was at the mortuary. I asked to call our daughter. I didn't know how to tell her. I said, 'Cassandra, I have some very bad news. Your father died of a heart attack.' When I said goodbye that night, I never saw my husband's face again." Rev. Aymer, a close family friend, identified Williams' body. "I wanted to remember him as he was," Williams says. Nor could she bring herself to return to her apartment. "Too many memories."

By all accounts, Mary and Accelyne Williams, who met at church, were the closest of couples: "like two peas in a pod," says Aymer, who knew Williams from their native Leeward Islands. The couple moved to Boston nine years ago, when their child, who now lives in Chicago, came here for college.

Shortly before his death, Rev. Williams told Aymer that he was feeling the pull back to his native island. "It was uncanny. What I didn't realize was that at very soon, he would be going home," Aymer says. He went in a casket. Their life together was simple. While she worked at the First National Bank of Boston, her husband spent his days at home reading religious books. He attended church and an occasional cricket game. He was fiercely protective of his wife.

For weeks after his death, Mary Williams lived with a friend. In May, Rev. Aymer found Williams' apartment in Mattapan. It is sparsely fur-



SEEKING PEACEFUL SOLUTIONS - Yeineisha Chandler (left) and Melissa Delvalle wait yesterday at St. Mary of the Angels Church in Roxbury for the start of a Walk for Peace through the Egleston and Jackson square neighborhoods.

FBI pushes free parole for man who kill

But it lost track of informant before

By Michael G.
GLOBE ST.

In January, Henry Lewis Marshall was released from state prison in Massachusetts after serving a four- to six-year sentence for attempting to kill a tavern owner.

The FBI acknowledged yesterday that Marshall's early release, hoping to solve some of the most important cases. Spokesman for the FBI said the Massachusetts Parole Board gave Marshall "favorable consideration" at a November hearing. He had been convicted of attempting to kill a man.

McMullen said the FBI and the state had been looking for Marshall in April, locating him or his associates in the killing of Dennis Griswold, 57, during a robbery at The Pub on 38th Street in Tacoma, Wash. The cases for which the FBI had been looking were still open, he could not comment.

Parole board officials did not comment. The Griswold family blasted the parole board for its role in putting Marshall back on the streets.

"The system is obviously broken," said Danielle Griswold, the victim's sister. "Why would they use him as a sociopath? Why would they let him out of prison? How could they?"

Flaherty: I due for law

By Don Aucoin and I
GLOBE ST.

Throwing his weight behind on issues on Beacon Hill, House Speaker Thomas Flaherty declared yesterday that "it's well past time" for the legislature to award itself a pay raise.

Other lawmakers echoed Flaherty's call for a study released yesterday that shows that legislators make less than their counterparts in other states. The Massachusetts Institute of Public Affairs at the University of Massachusetts in Boston, recommended that state legislators receive a \$5,000 raise.

"There is widespread enthusiasm for a pay raise," said Rep. Ellen Story (D-Amherst). "The legislature will be willing to publicly take a vote on a tax increase are about the most important thing we can do."

The study found that, contrary

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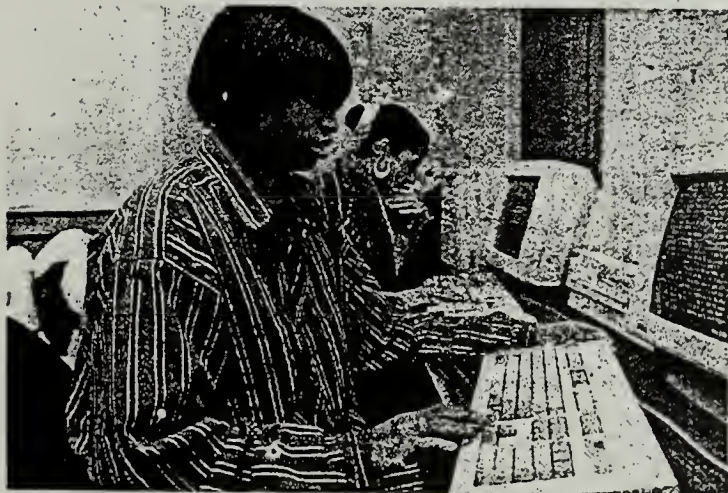
SUNDAY, JANUARY 15, 1995

LEARNING

THE BOSTON SUNDAY GLOBE • JANUARY 15, 1995



Instructor Kenny Vorspan works on a story with Shanta Simmons, 19, (above) while Theresa Jones, 17, (below left) and Kyna Carney, 16, work on stories for an upcoming issue of United Youth.



GLOBE STAFF
PHOTOS / WENDY MAEDA

FILLING A NEWS VOID

Boston students publish
United Youth tabloid
to air their feelings

By Jeff Kantrowitz
SPECIAL TO THE GLOBE

One day recently, 19-year-old Trina Tatum and some friends were editing a rough draft of Tatum's newspaper article. Unlike traditional student newspaper stories, however, her copy chronicled no school government tiffs or football triumphs. "A problem affecting young people that really bothers me is the violence with the guns and the drugs," wrote Tatum in "My Life," an essay on her experience as a teen-age mother in Roxbury. "Sometimes I wonder, are things going to change or stay the same? ... The way the world is going today with all the bad things that are happening, I was caught in these things."

Classmate Shanta M. Simmons offered editing tips in the windowless computer lab at the Ecumenical Social Action Committee, or ESAC, in Egleston Square.

"I'm not trying to write it over for you," she said. "I'm just trying to help it sound better."

Tatum and Simmons are two of a dozen-plus Greater Egleston Community High School students earning class credit for their involvement in United Youth of Boston, a quarterly tabloid published by teen-agers with a mix of foundation and corporation grant money. With a circulation of about 30,000, the paper is distributed in schools and youth gathering spots in Boston and some surrounding communities.

Now in its third year, United Youth recently moved to ESAC, a hybrid community organization-alternative school. There, the young people team up with students from another alternative high school run by the Action for Boston Community Development.

"It's so different from a regular newspaper," said outgoing publisher and editorial coordinator Jim Hight. "It's so much more personal and emotional. It's students writing about themselves for other students rather than students writing about news stuff for journalism advisers."

UNITED YOUTH, Page A38

United Youth newspaper gives students a forum

■ UNITED YOUTH

Continued from Page A34

Nearly four years after a founding conference at the Harvard University School of Public Health, United Youth is in transition. Hight is leaving this winter for a cross-country trip with his wife, community organizer Elizabeth Conner. They plan to settle in the Southwest.

A two-woman team will replace Hight: publisher Anne Ghitman and writing teacher Susan Kalt. A few paid students will lead their peers,

and in the Egleston class, teacher Ken Vorspan helps out.

"We like to see this newspaper as an instrument of social change," said Ghitman, who hopes to broaden the circulation area. "It's not just a newspaper."

United Youth organizers say they are filling a void. The 16,384 high school students in the Boston Public Schools have few chances to publish in school newspapers and even fewer venues for their first-person accounts of growing up as city dwellers.

According to Sharon Chandler, administration adviser to the Boston Student Advisory Council, only three of the city's 15 public high schools have newspapers, published semiannually or even less often. Chandler, who helps turn out a district-wide tabloid on student government three times each year, said nine other high schools offer student-produced newsletters, typically a few sheets of white paper stapled together.

Albert Holland, assistant superintendent for high schools, said budget cuts may explain the modest scope of the Fourth Estate in the schools. A decade ago, Holland said, teachers could earn \$500 annually for advising a student newspaper or other club. Schools no longer allocate those stipends.

Still, some schools have proven resourceful. At Hyde Park High School, for example, journalism students produce the school's monthly newsletter in class. The addition of desktop publishing software last fall has eased the process, headmaster Curtis Wells said.

Alternative publications such as United Youth also have stepped in, enlisting dozens of students as writers, artists and photographers. Unit-

ed Youth has an annual budget of \$50,000-\$70,000, most of which comes from foundation and corporate grants.

It also has a tight focus, serving as a forum for students' self-expression and, more important, a catalyst for social justice. Hight said the newspaper won a community award for an issue that probed excessive force by police, and a recent issue coupled students' articles about youth empowerment projects with ones by immigrant children recalling hard lives in developing nations.

After the students in the writing class left the computer lab recently, junior Kye Leung arrived to work on the winter issue with Kalt. For Leung, a 17-year-old Chinese immigrant who directs United Youth contributors, editing has been a "give-and-take process."

It is also a part-time job, paying \$6 per hour. "I'll be negotiating again," he said. Asked if he hopes to secure a raise, Leung grinned. "Well," he said, "I wouldn't want to ask for a pay cut."

To submit stories for publication in United Youth, write to Susan Kalt, c/o ESAC, 3134 Washington St., Boston, MA 02119.

.....SIGHTS & SOUNDS.....

Talent show wins applause

More than 400 community youths and adults enjoyed a spectacular display of creative energy that kept the audience calling for more at the English High Talent Showcase last Friday.

Teen MCS encouraged everyone to provide an atmosphere of support for all of the 65 performers, ages 7 to 19. Acts on stage included El Sabor, a Latin Jazz band; Umoja, a dance group of 13 local youths, ages 7 to 18; Bob, a group of R & B singers; and Tee Brown, an 8-year-old who sang the popular ballad "Herd."

Shanta Simmons, a dancer

from the group Umoja and a Greater Egleston Community High School student, said "I liked the audience, I thought they were going to boo people, but they didn't. The show was a lot of fun."

"I liked the entertainment, especially 3D (a hip, hop dance group who received recognition for an outstanding performance)," said Margaret Beverly, a parent and member of the Tenant Association at Academy Homes I. "Some of the kids were very brave to be up on stage. The kids (she brought to the show) like it. They are always interested in supporting the kids they know. If there was another one, I'm sure even more kids would come with me."

Neighborhoods represented at the event included Egleston Square, Jackson Square, Hyde Square, Mission Hill residents



Photo by John Swan

Local artists Tessa Jones, 17, and Kyna Carrey, 16, stand by their work at the Unity Games Talent Showcase held at English High School two weeks ago. The young women said painting helps deal with emotions of "confusion, sadness and anxiety" they face daily in the city. The event, sponsored by the Egleston Square Coalition, also included 20 area performing groups and was supported by volunteers from many organizations.

time in his recording studio for an outstanding act. Judges were all volunteers involved in the arts and the entertainment industry. An additional 60 adults signed up as volunteers for the Unity Games.

The Unity Games are an academic, athletic, and cultural event that will be ongoing between now and May 13. Unity Games will focus on rewarding participation and offering each young person an opportunity to show his or her talents and abilities. To that end, all participants in the Talent Showcase received a certificate good for one movie at any Sony Theater.

"The Talent Showcase was a wonderful event and I hope that the same participation, cooperation, and spirit continues through May" said Jeff Seifert, the director of the ESAC.

The event will culminate in a week of ceremonies, events and celebration beginning at the Wake Up the Earth Festival and concluding in White Stadium. For more information about how to get involved in the Games, contact Rafael Maldonado-Lopez at the Y.O.U. Project, or Annabel Sheinberg at the Egleston Square Coalition at 524-2555.

of Bromley-Heath and Academy Homes, and residents of Jamaica Plain, Mattapan, Roxbury, Dorchester, Hyde Park and Newton.

The success of the event was due to strong efforts made by youth workers, teen volunteers from the Egleston Square Youth council, parents, and agency

staff, all coordinated by the Greater Boston Egleston Community High School and the Egleston Square Coalition. Almost 90 volunteers helped to make the evening run safely and smoothly. The sound technician was a volunteer who brought his own equipment, and offered a prize of four hours

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Sex at the Zoo

An alternative view of what's natural

A Valentine's favorite, Sex at the Zoo, returns to the Franklin Park Zoo on Friday and Saturday, February 10 & 11, with a look at homosexuality, transvestism and sex change in the animal kingdom.

Hosted by the zoos' curator of research, Dr. Donna Fernandes, Sex at the Zoo III will be a multi-media night of fun and in-

sex change are usually thought of as the sole domain of human behavior, Sex at the Zoo III will give you a peek into the alternative lives of wildlife. Transvestism shows up in fish, flies, beetles and butterflies, among others, while sex change occurs in everything from shrimps to frogs-without surgery. Homosexual be-

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*M. Alternative Voices (School
Newsletter)*

December 1994

ALTERNATIVE VOICES

A collection of stories and poems by students in the
Greater Egleston Community High School

In Memory of Jermaine Goffigan



This, our first issue of "Alternative Voices", is dedicated to the memory of Jermaine Goffigan, killed by an errant bullet at the age of nine, and to his family and friends who mourn for him.

In Jermaine's spirit, we sincerely hope that this collection of student writings will contribute to greater understanding among us, greater sympathy for the tough situations we face from day to day, and ultimately, to an end to violence in our community.

by Teresa Jones

Jermaine was a kid who liked to do all the things that other kids do. He loved to play kickball, basketball, and ride his bike. He loved animals and would often bring stray animals home hoping to keep them as pets. He was a determined young boy who knew he could do anything and be anything he set his mind to. If you asked him what he dreamed of being when he was older, he'd politely correct you, "When I get older I'm **going** to be a veterinarian!"

Manny was born and raised in Academy Homes where he celebrated many birthdays,

holidays, and special events.

Everyone in the neighborhood knew him because he was so involved and active. He attended the David A. Ellis School where he was known as an independent child who liked to do things on his own.

He cared deeply for his family and was very protective of them. He took pride in his newborn niece, Jalaya. When she was born he was so happy because her birth made him an uncle.

Visions of Manny while he was here bring a smile to my face. I think back to one New Year's eve. He, his sister and two brothers, some of my other friends, and I would run around the block banging pots after the countdown. I

remember other times when he'd be outside telling jokes and everyone would be laughing so hard it hurt. I remember the Easters when we would go to the movies and we would let him come along because he was so fun to be around.

Every day and every night I think back to the night when he was so violently taken away from us, and I ask -- why? There were nights when I sat in disbelief that he is gone. But now I'm able to accept his death because I know he is in good hands.

Manny will be missed greatly by family and friends but I speak for them all when I say we're sad because he's gone physically, but happy because he's still with us in our hearts.

HERE ONE DAY GONE THE NEXT

by Alex Casallas

The first time I saw a man get his life taken it was very real. You could see how clean and small the holes were when the bullets went in, but when they came out it was messy.

Two of the bullets went through his chest and exited out his lower back. The rest went through his head and bounced off the pavement into the night. I could hear his back crack as soon as the shots were fired.

When I tried to run I felt like I was being pulled back. I kept thinking that it could have been me. I remember thinking a little later that

even if the man who got shot had a gun he wouldn't have had time to shoot back.

I used to carry a gun myself. I thought it would protect me on the street. After that shooting, I didn't believe that anymore. Today I think "If it's not gonna protect you, why carry it? It's not worth the risk." Even though carrying a gun might make you feel safer it really doesn't help you in the end.

When I think back on it I mostly think about the expressions on the shooter's face and on the face of the person who got shot. The man who got shot had an expression I had

never seen a man make. like if the person who shot him was his very own mother. as if he would have been the last person in the world to shoot him. Maybe he never thought he would go out like that. I guess when you go it's at the time when you expect it the least. The man who shot him looked more scared than the man who got shot.

After it was over I kept remembering their expressions. wondered if I'm going to go like that when my numbers up.

Enjoy the days you have because you never know when you're going to go.

HERE IS SOMETHING YOU CAN'T UNDERSTAND

by Nytia N. Porter

What is it like to be herbed?

Some say pure bliss.

Some feel confusion.

What do I say to this?

I say you feel like you're in your own world.
that no one else can understand
if they're not herbed.

The *ultimate high* cannot be controlled.

Your head is spinning so fast you feel dizzy.

Your heart is pounding so hard
and racing so fast

you are sure it's going to just

Pop and

leave you lying helplessly...

in the place where you're standing.

It's just your imagination, no, your intoxication.
deceiving your psyche again.

But don't get me wrong. it is quite a joy to do what I
want and not be annoyed.

Bob my head to some music or think to myself.

but I'm scared when I talk, I can't control my mouth.
I chatter on and on once I start.

and I say some stupid shit.

but after I'm done I ask myself if I really said it.

You see, there's no borderline between my mind and
what's real. I can do what I want. I have nothing to fear.

Here is something you can't understand...

When I'm in my own Candyland.

In a *psychedelic* world where paranoia is near
there are no visions of gumdrops.
but gunshots in the air.

But sometimes I'd rather be herbed
than to fear what I fear.

But being herbed has its own set of fears.

"Who's watching me now, I can feel a cold stare!"

But when I turn around, there's nobody there.

It's just the indonesia,

my brain teaser, teasing my senses again.

To be herbed is a delight, it is also your right.

It's a time when you can relax.

It's a time when you can bug.

It's a time to think to yourself.

Most of all it's a time when you don't have standards.

What it's like for me to be herbed?

I can tell you this,

It's a time when I can get some things accomplished.

One hit of the Boodah. ywo tokes of a Blizz

and I'm up and going to deal with my biz'.

How could this motivate me? some might ask...

Like I said. it helps me relax.

If you have not begun,

and were to scared to have began.

then like I've said. you wont understand.

So for those who don't know

"Ya betta' ask somebody,"

but as for me I already know.

But now I must go,

and play tic-tac-toe

down a row of homies

to see who got the Phillies...

but if they're puffin, not for nothin,

"Where the dub at fool"

I reply. "Show me some lute and I'll put
you

down

too!

Teenage Mother

by Yahaira Silva

I'm a teenage mother. I'm 18 years old and I have a daughter who's three. Let me tell you what I've been through.

When I became pregnant I was 14 years old and I was really ignorant. When I found out that I was pregnant I didn't know what to do or who to tell. I didn't want to tell my mother because I knew that she would be upset with me.

I went to the hospital and the doctor asked me if I wanted an abortion. I told her that I didn't know what to do. I told her that I would have to think about it.

At the time my boyfriend was 16 years old; he liked to be in the street a lot hanging with his friends and having a good time. He's a nice person and my relationship with him was real strong. He was the first that I loved.

I talked to him and he told me that he couldn't afford to have a baby, that he don't know how he would support it. So he told me to have an abortion, to which I responded, "No." I told him that if he had the strength to make love to me and not use a condom, then he should have the strength to support what is his.

A month passed by and one day my mother said she wanted to talk to me. "Baby I know that you are pregnant cause they told me," she said. I was very

scared and she was very sad. Then she told me, "Baby it's your decision to make if you want to have it or if you don't. It would be OK with me, but remember this, as a mother I know it's a big responsibility to have a child; especially when there's not a father around." I have a great mother.

I made my decision to keep my baby and take care of it.

After she was born, I went through a rough time. I would have to wake up in the middle of the night to feed my baby and then go to school in the morning. I didn't get that much sleep. But I thank my mother for helping me out with my child at the day time and at all times.

My daughter is three years old now and she doesn't need her father because I have always been a mother and a father to her. I have my apartment and I don't need anybody's help. If I need to talk to somebody I would always talk to my mother.

I love my mother for helping me out. I think that not all mothers are the same. When some girls tell their mother that they are pregnant, their mothers just say have a abortion or "Get out of my house, I don't want nothing to do with you."

Yes, I say I made my mistake but I never regret having my daughter. I love my child and I will always love her for the rest of my life. She's my everything.

I want to say to all teenagers please take care of yourself and please use a condom and if you make a mistake take care of what's yours.

Survivor of Domestic Violence

by Evelyn Alicea

What is it like to be a survivor of domestic violence?
What is it like when your boyfriend walks in and you're terrified instead of happy?

What is it like when you go to sleep at night and you think somebody's watching you?

You look again but there's nobody there.

You walk down the street with him, and people are looking at you, Because they can see in your face that something's wrong.

What is it like when you're on the train and you repeatedly get screamed at?

What is it like living in fear that your child will be kidnapped?

What is it like to think he might decide to kill you today?
I don't think you know unless you've been a victim yourself.

What is it like when you tell someone your problems and all they say is "get out."
They think it's easy.

What is it like to wish you were dead before your boyfriend lays another hand on you, Burns you with a lighter, or tries to suffocate you with a pillow?
Think about it.

Maybe he might come over and be nice for a while.

You make him a nice hot grilled cheese sandwich, and he decides he doesn't like it, so he scrubs your face with it.

You have to be a victim of domestic violence to understand.

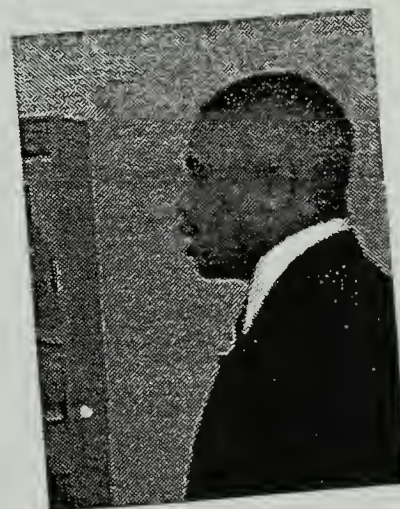
What is it like when the baby is scared of him and because she won't let him feed her, he beats you with the baby's bottle until your arm is black and blue.
What is it like to be a survivor of domestic violence?
You probably don't know.

What is it like to live like this for a whole year?

Not good at all, you're really not living.



What's been happening...



...in and around the Y.O.U. School during the Fall Term: Gymnastics, Arts & Theatre, Thompson Island Experience, NuYorRican Poetry with Pedro Pietri and Rev. Carl Washington.

Special thanks to the following writers whose work did not make it into this issue: Dimeka Bowers, Kyna Carney, Latoya Howard, Latasha Lifred, Shanta Simmons and Hugo Cabrera. Look for their work in the Feb. 1995 edition of United Youth.

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